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ABSTRACT

A standardized and comprehensive school bus driver instructional program has been developed under contract with the Federal Government. The course has been organized to provide in one package a program for developing the minimum skills and knowledge needed by the school bus driver instructor, as well as those supplemental skills and knowledge which the proficient driver might require. This manual consists of core materials presented in five units containing both classroom and in-bus instruction. These units cover an introduction to the school bus driver role and responsibility, and topics dealing with passenger control, accidents and emergencies, bus maintenance and inspection, and driving fundamentals. The emphasis in all of the course materials is on those aspects of driving a school bus which are different from those for driving an automobile or critical for the safe operation of the pupil transportation system. (Author/MLF)

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SCHOOL BUS DRIVER INSTRUCTIONAL PROGRAM

instructor's guide

U.S. DEPARTMENT OF TRANSPORTATION

EA 006 312

NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION
WASHINGTON, D.C. 20590

June 1974

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INTRODUCTION TO INSTRUCTOR'S GUIDE

The overall purpose of the course is to provide in one package a program for developing the minimum (core) skills and knowledge needed by the school bus driver, *and* those supplemental (or advanced) skills and knowledge which the proficient driver *might* require. The core materials are presented in five units containing both classroom and in-bus instruction. In these units you will cover the following topics:

Introduction to School Bus Driver Role and Responsibility

Passenger Control

Accidents and Emergencies

Bus Maintenance and Inspection

Driving Fundamentals

The eight advanced units also require classroom and in-bus instruction. The topics you will cover are:

Emergency Driving Techniques

First Aid

Field Trips

Transporting Exceptional Students

Detecting Hazards

Controlling the Position of the Bus

Driving Under Special Conditions

Preventive Maintenance of the Bus

The emphasis in all of the course materials is upon those aspects of driving a school bus which are (a) different from those for driving an automobile, or (b) critical for the safe operation of the pupil transportation system.

As an instructor you will have nearly complete control over the classroom and practical activities covered in this course. Thus, the success of the School Bus Driver Instructional Program depends on your efforts. If you conscientiously present the CONTENT and exercises in the *Instructor's Guide* and stick to the principles in the *Course Guide*, your course graduates will be safer and more effective school bus drivers.

Contents of the Instructor's Guide

This *Instructor's Guide* is divided into the thirteen units listed above. Each unit contains the following:

1. A Table of Contents.
2. A statement of the Objectives for the trainees.
3. A complete textual outline of the necessary CONTENT material the trainees must learn to accomplish the objectives.
4. Complete INSTRUCTOR GUIDELINES. These guidelines tell you what to emphasize in the CONTENT, where to focus on local characteristics of the pupil transportation system, how and where to encourage trainee participation, and where to provide the trainees with feedback.
5. Unit Review Questions.
6. Answers to the Unit Review Questions (presented in a block at the end of the Core and Advanced Units).

The *Trainee Study Guides* are designed for use by the students as a pre-class assignment, as a textbook/notebook during instruction and a reference book after instruction. They contain the same CONTENT as the *Instructor's Guide*, except instead of the INSTRUCTOR GUIDELINES, a column has been left for NOTES.

Preparation

This School Bus Driver Instructional Program was built to be as flexible as possible (i.e., it was designed to be usable by all states and school districts.) To be useful for your school district, units will have to be selected and customized materials prepared to satisfy *your* state or local needs. Detailed instructions for selecting units and customizing materials are presented in the *Course Guide*. Before conducting any classes you should completely familiarize yourself with the *Course Guide* and with the CONTENT and INSTRUCTOR GUIDELINES in this *Instructor's Guide*. Specifically, you should:

1. Review the Objectives in the *Course Guide* (Table 1) for each unit you will be teaching. (Remember, although you may know of many other things you'd like to cover, presenting just enough instruction to teach the Objectives requires a fairly lengthy curriculum.)
2. Study the Review Questions at the end of each selected unit of this *Instructor's Guide*. (The answers are given

in blocks at the end of the Core and Advanced Units.) You will want to cover material in class at a sufficient level of detail that students can achieve the criterion performance level indicated for each unit.

3. Review the INSTRUCTOR GUIDELINES and CONTENT of this *Instructor's Guide* for all units you have selected. Make sure you understand and are prepared to implement all of the instructional activities described in the INSTRUCTOR GUIDELINES. Make sure you fully understand how the CONTENT relates to the Objectives and Review Questions.

4. Determine the Instructor Resources you will need for each unit you are going to teach. (These are listed in Tables 2 and 3 of the *Course Guide*.) If the resources have not already been gathered, you should acquire all of the necessary equipment and reference material and prepare the necessary handouts and media *before* you begin teaching. (You'll notice in Tables 2 and 3 that some of the media, films, etc., are optional. Descriptions and suppliers of the films are listed in the Audiovisual Directory attached to the *Course Guide*.)

5. Customize the Units. Many of the Resources in Tables 2 and 3 of the *Course Guide* are needed to customize the materials to satisfy local needs. As you identify these materials you should adapt the CONTENT sections of this *Instructor's Guide* to reflect any necessary changes, additions, or deletions.

6. Prepare the schedule. Follow the instructions on pp. 18-22 of the *Course Guide* and prepare the schedule of classes. Distribute the *Trainee Study Guides* before conducting the classes if you have decided to make the study guides a preclass assignment.

Teaching the Units

You should read the guidelines on pp. 23-25 of the *Course Guide*. They detail some of the important points for successfully conducting this program. Remember, students don't learn very well from a straight lecture. Use the blackboard, slides, films, model buses, etc. Encourage students to participate in discussions. Have the trainees work the exercises that are spaced throughout the units. Provide them with feedback--tell them how they're doing.

Your efforts in instructing these materials will go a long way toward helping realize the goal of improved safety in the pupil transportation system. Good Luck!

CORE UNIT A

INTRODUCTION TO SCHOOL BUS DRIVER ROLE AND RESPONSIBILITY

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OBJECTIVES

By the end of this unit, the students should be able to:

1. Describe the responsibilities of members of the Pupil Transportation System.
2. Describe the requirements for selection and licensing of school bus drivers.
3. Identify how emotional and physical characteristics affect the driver's tasks.

OVERVIEW

INSTRUCTOR GUIDELINES	CONTENT
Refer to Figure 1 on p. 4 after trainees have read entire OVERVIEW. Substitute your own organizational chart, if more appropriate. Explain the relationship among departments, including bus contractors, if applicable. ⇩	*Before you get behind the wheel of a school bus, there is a great deal you need to know about yourself, your responsibilities, and those with whom you work.* The transportation of pupils to and from school is a necessary part of an educational program. Competent school bus drivers and standard operation of buses must be realized if a safe, efficient, and economical transportation program is to be realized. Learning to drive a vehicle the size of a school bus is a difficult task, involving knowledge of related information, visual skills, judgments, decisions and accurate responses. The way in which you learn to perform this sort of task will have a marked effect on your on-the-job performance.
Encourage positive attitude by emphasizing trainees' importance.	1. You are important. It is evident that You, the school bus driver, are a very important person with a responsible part to play in our educational system. In most instances, you will be the first representative of the school system to meet the children in the morning and the last to see them at night. While the children are on the bus, their safety is in your hands. 2. You are responsible. Like the captain of a ship, the school bus driver is responsible for efficient and economical operation, for the safety of passengers and the vehicle, and for good order and discipline; in short, for operating a "happy ship." You can successfully accomplish this assignment and be respected and appreciated as a person who is

STATE ORGANIZATIONAL CHART FOR THE SUPERVISION OF PUPIL TRANSPORTATION*

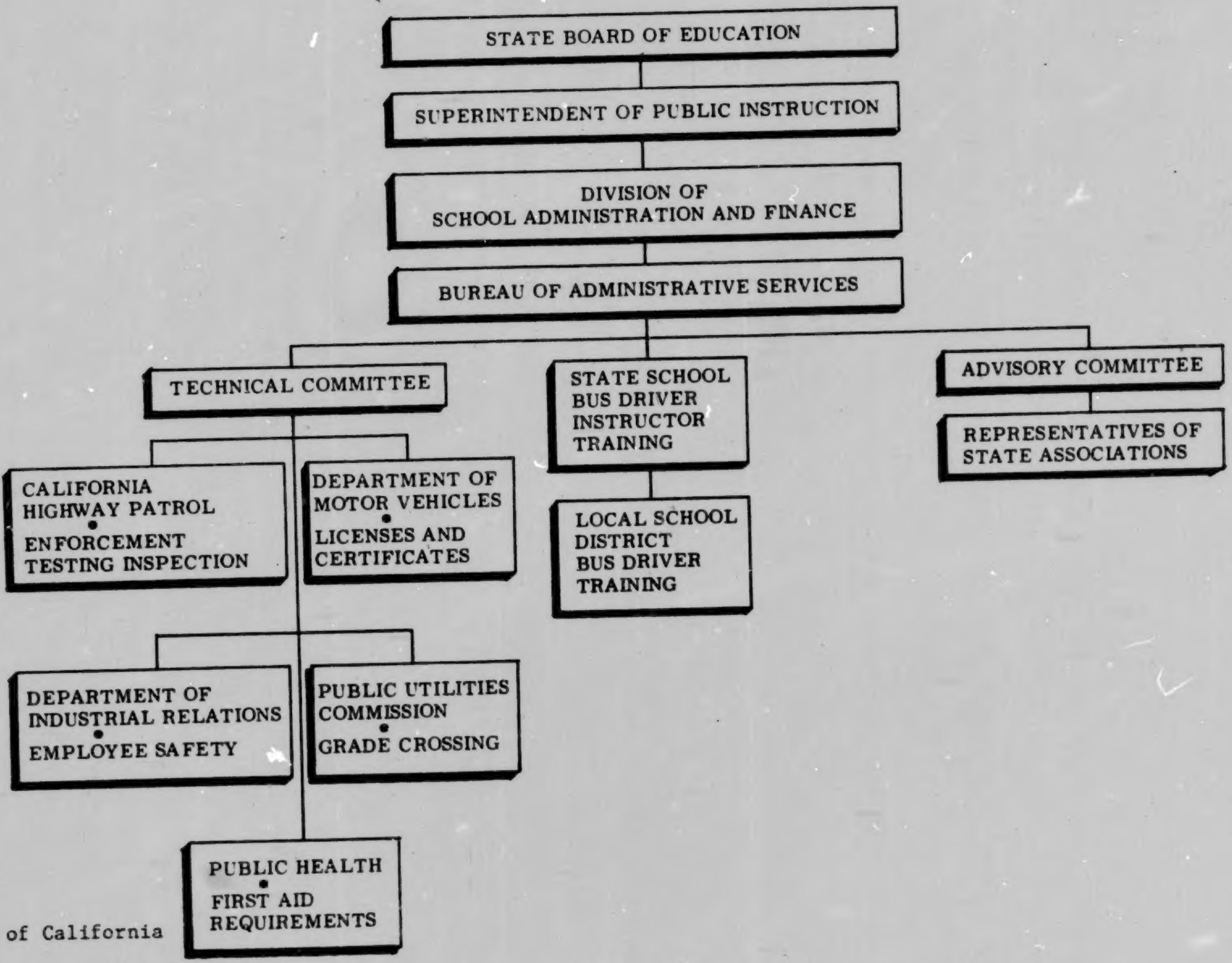
STATE BOARD OF EDUCATION
SUPERINTENDENT OF PUBLIC INSTRUCTION
DIVISION OF SCHOOL ADMINISTRATION AND FINANCE
BUREAU OF ADMINISTRATIVE SERVICES
TECHNICAL COMMITTEE
STATE SCHOOL BUS DRIVER INSTRUCTOR TRAINING
ADVISORY COMMITTEE
REPRESENTATIVES OF STATE ASSOCIATIONS
CALIFORNIA HIGHWAY PATROL • ENFORCEMENT TESTING INSPECTION
DEPARTMENT OF MOTOR VEHICLES • LICENSES AND CERTIFICATES
LOCAL SCHOOL DISTRICT BUS DRIVER TRAINING
DEPARTMENT OF INDUSTRIAL RELATIONS • EMPLOYEE SAFETY
PUBLIC UTILITIES COMMISSION • GRADE CROSSING
PUBLIC HEALTH • FIRST AID REQUIREMENTS

Figure 1. Sample State Organizational Chart for the Supervision of Pupil Transportation

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*From state of California (2)

INSTRUCTOR GUIDELINES	CONTENT
	performing a difficult and necessary service. You are in a position to have a large influence on a child's attitude toward school.
	3. You are a member of the "safety team."
	Perhaps in no other area of education does a local board of education or school administrative staff accept more responsibility for student life and welfare than during the mass movement of children in school transportation vehicles on the public highways, streets, and roads of your state. Therefore, as a member of the "safety team," it appears essential not only to provide adequate equipment, but to constantly strive to improve operational safety and efficiency.
OPTION: Show the movie "Caution--Valuable Load" to overview school bus driver's job. See AV Directory (12).	In the core level of this course you'll cover five units:
Refer to Figure 2. Prepare brief job descriptions for each and show how responsibility is delegated. Have trainees fill in figure as you explain. Answer any questions. Use flipchart or overhead transparency to show chain of command.	A. Introduction to School Bus Driver Role and Responsibility B. Passenger Control C. Accidents and Emergencies D. Bus Maintenance and Inspection E. Driving Fundamentals
Have trainees read Figure 3. Explanatory remarks are included on the pages following the figure. ⇩	NOTES:

WHO	AREAS OF RESPONSIBILITY
Pupil Transportation Director	
Supervisor	
Driver	
Auxiliary Personnel (mechanics, etc.)	

Figure 2. Chain of Command

YOUR WORK *

YOUR RESPONSIBILITY	Safety and efficiency in operating a school bus to transport precious lives daily requires dedicated personnel. The health, safety, and welfare of students is at stake.
YOUR EMPLOYER	The school district (or private contractor) has responsibility for hiring you and making sure you carry out your responsibility.
YOUR SUPERVISOR	You as a bus driver need to cooperate with and exhibit loyalty to your supervisor. You must use equipment properly in regard to safety of all persons and other vehicles at all times and in all places.
YOUR PASSENGERS	You should have sympathetic understanding of problems, moods, and individual differences of students.
PARENTS	Your communication to parents, knowledge of school policy and bus safety rules promotes a cooperative state of mind that will build safety habits in a child.
YOUR FELLOW EMPLOYEES	You must have sincere respect of others and be cooperative in your relationship to those with whom you work.
YOUR SELF	You must be sure you're in the proper physical and mental condition to conduct a safe trip--every day.
YOUR VEHICLE	You must make sure that your vehicle is road-worthy before each trip.
YOUR PUBLIC	The community may judge the school by the way you drive, talk, and look. You are a Public Relations agent.

*Adapted from state of Michigan (7)

Figure 3. You and Your Work

YOUR WORK—A WORD OF EXPLANATION*

INSTRUCTOR GUIDELINES	CONTENT
	YOUR RESPONSIBILITY *A professional school bus driver must be willing to accept responsibility.* When you drive a busload of children to school every day in all kinds of hazardous highway and weather conditions, you are charged with a grave responsibility. Just like a ship's captain or an airline pilot, precious human lives depend upon your experience, skill, judgment, and attitude. The vital link to safety, proper driver attitude, knowledge, and skill, is not just acquired but must be developed through your interest in safe driving. Not only with intensive pre-employment training but with continual in-service activities do you upgrade your ability to cope with the constantly changing driving environment. You must be constantly re-evaluating your driving technique.
Explain employer/employee relationship, depending on whether school district or a private contractor does the hiring. Who has responsibility for training, job follow-up, observation, in-service meetings, etc. Explain discipline procedures with principal (or other employer).	YOUR EMPLOYER
	YOUR SUPERVISOR Someone in your school district or company is assigned the responsibility of supervising you as an employee. He is another member of the "safety team"

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*Adapted from state of Michigan (7)

INSTRUCTOR GUIDELINES	CONTENT
Provide specific examples from local experience.	and is vitally interested in the safety of your riders as well as efficiency and economy of operation. He needs your cooperation. You must be willing to: 1. Accept responsibility. 2. Accept authority. 3. Exhibit interest in employment assignments. 4. Learn and accept training continuously. 5. Carry out assignments completely and cheerfully. 6. Gain a working knowledge of written school policy.
Communications are best done in writing, rather than via verbal requests.	7. Communicate with your supervisor. 8. Communicate and discuss problems of discipline, condition of bus, condition of highway, changing conditions of various stops for pick up and discharge of passengers with your supervisor. YOUR PASSENGERS You may establish a positive relationship with your passengers that no other school person does. Your passengers' conduct will depend a great deal on what you say or do. 1. You should greet passengers in a friendly manner. 2. You should use reasonable discipline procedures. 3. You should recognize that students growing up are in a state of physical change and emotional unrest.

INSTRUCTOR GUIDELINES	CONTENT
Provide one example of No. 3, 4, 6, or 7; passenger control and conduct is covered in Core Unit B. Also, emphasize that the bus driver is an example to the students (particularly high school students who are or will be learning to drive). Does he use seat belt, if provided? Does he call out abusive names to other drivers who pull out unexpectedly? Does he show skill as well as courtesy?	4. You should realize that the average student wants to be treated fairly, equally, and as an adult. 5. Most of your students desire recognition of their good traits and abilities. 6. You must maintain a businesslike yet friendly relationship with all students. 7. You should compliment good conduct, abilities, habits, dress, good deeds, etc., of your passengers.
	PARENTS Most parents are vitally concerned with the safety of their children and will be a positive force in assisting you with problems on the bus. Occasionally through lack of information or misunderstanding, some parents may react negatively. Learn how to properly inform and work with parents. 1. Your discussion concerning a school official or school policy with distraught parents should be done without malice.
Provide 2 or 3 specific examples from local experience for No. 2, 5, 6, or 7. Draw on experience of veteran bus drivers.	2. You should not repeat rumors or idle gossip but rather communicate facts to proper authorities. 3. You can impress upon parents that they have the responsibility to have children at the bus stop on time. 4. You have a responsibility to the parents and your riders to be on time, courteous, and cooperative.

INSTRUCTOR GUIDELINES	CONTENT
	5. You shall exercise maximum safety by practicing and displaying good and proper driving at all times.
Caution trainees that they can't change rules at parents' or students' suggestion, but they can pass suggestions on to supervisor.	6. You should be receptive to parents' and students' suggestions that contribute to the orderly operation of your bus.
	7. You should recognize when you need assistance from school officials in solving parent, passenger, or driver conflicts.
	8. Parents should realize that passengers are expected to sit, be reasonably quiet without causing a disturbance throughout the bus ride.
	YOUR FELLOW EMPLOYEES
	The people with whom you work usually desire the same courtesy and friendliness that you do. You can help to make their job, as well as yours, a rewarding experience.
	1. Be courteous at all times.
	2. Be helpful to other school employees.
	3. Aid other drivers in checking out lights and use proper driving practices in the area of other buses.
	4. Cooperate to promote a congenial working environment by refraining from personal attacks, but rather compliment good work and deeds.
	YOURSELF
	No one knows "the real you" as well as you do. Therefore, it is important that you honestly evaluate

INSTRUCTOR GUIDELINES	CONTENT
	yourself to be sure that you are physically and mentally prepared for driving your bus.
	1. You must be sufficiently rested to be free from fatigue.
Make note that "regular medicines" e.g., cold tablets, act as depressants and slow down reaction time.	2. You must be free from adverse effects of drugs, medication, or alcohol.
	3. Your personal appearance, grooming, and language must be acceptable within your community.
	4. You must exhibit the mature mental adjustment and emotional stability needed to cope with unexpected and unusual situations.
	5. You must have interest in the welfare and needs of others.
	6. You must be willing to practice patience and understanding.
	YOUR VEHICLE
	Your bus is a special vehicle. It is expensive and designed with many special safety features to protect the children you transport. You must be sure that your bus is kept in safe condition--ready to do the job.
Discuss which type vehicle trainees will be driving.	1. Type I:*
	Any motor vehicle with motive power except a trailer, used to carry more than 16 pupils to and from school. This definition includes vehicles that are at any time used to carry school children and school personnel exclusively, and does not include

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*From NHTSA Standard 17 (13).

INSTRUCTOR GUIDELINES	CONTENT
	vehicles that only carry school children along with other passengers as a part of the operations of a common carrier. Must meet identification and equipment requirements. 2. Type II: Any motor vehicle used to carry 16 or fewer pupils to or from school. This does not include private motor vehicles used to carry members of the owner's household. Must meet same identification requirements as Type I, or must have no identification or operable equipment, such as stop arms, etc.
Indicate which warning signal system your buses have: 4 light--flashing red only or 8 light--flashing amber and flashing red Explain which flashing warning signal system is used on the buses they'll be driving, how it works, and when to use it.	3. Warning Signal System--4-light or 8-light system:
	YOUR PUBLIC Public relations is the opinion people have of us individually, of us as a part of our school system, and of the school system itself.

INSTRUCTOR GUIDELINES	CONTENT
	1. Courtesy By the way you do your daily job, you each contribute favorably or unfavorably to public relations. The careful, courteous driver makes good impressions. The careless, thoughtless driver creates harmful impressions. For example, if you weave in and out of traffic, you attract more unfavorable attention and more comment than the driver who observes proper lane usage and conforms to speed limits. One discourteous, irresponsible act reflects an unfavorable image on other members of the pupil transportation team. Each driver is important in the public relations picture. Give thought for a few moments to these facts: a. Each driver represents his school system before the public. b. How you act is reflected in public opinion on school matters. c. Drivers in running their daily routes have more contact with the public than does any other school group since: (1) Large numbers of student riders are involved. (2) Large numbers of motorists view the school buses.
Give example of courtesy, e.g., pulling over at an appropriate spot to let other motorists pass.	d. Observers expect proficient driving, take good performance for granted, and are usually quick to complain of poor performance.

INSTRUCTOR GUIDELINES	CONTENT
Don't go into too much detail here. Passenger behavior and control is discussed in detail in Core Unit B.	2. Performance You should learn to call every student who rides your bus by his first name. Your expression of interest in each child will assist you in gaining the confidence of your riders--and their parents.
	3. Communication You should talk to the individual rider, explain requirements to him and secure his cooperation as a follow-up to group instructions. This type of communication between driver and passenger should be a constant activity. Help passengers to understand and voluntarily follow what is generally considered to be normal and proper behavior on the school bus.
Emphasize that laws work to help you by controlling the orderly movement of traffic.	4. Enforcement Officers You should consider enforcement officers part of the "safety team." Their job, as well as yours, is to assure safety on the highways. Their authority and experience may be invaluable to you.
	5. Attitude Building desirable public relations is a continuous process. It depends much on the attitude each one brings to his work each day. The driver who is proud of his part will not intentionally hurt his system's reputation; he will add to it. This sustains public relations--the good opinion of the public and of fellow workers.

INSTRUCTOR GUIDELINES	CONTENT
	The term "public relations" is misleading because it suggests good relations with only the public. But good relations within one's organization are essential, too. Public relations begins with fellow drivers, teachers, principals, supervisors, the superintendent, and Board of Education members. An organization whose members have mutual friendliness, interest, and respect has met a major requirement of good public relations.
Add any comments you feel are relevant to Public Relations.	NOTES:

SELECTION OF THE SCHOOL BUS DRIVER*

INSTRUCTOR GUIDELINES	CONTENT
	Many persons are selected as new school bus drivers each year. Local school districts and/or private contractors have the responsibility of hiring drivers based on their local recruitment and selection policies.
Explain local selection procedures in general. Detailed requirements are discussed later.	NOTES:

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*Adapted from state of Michigan (7)

FEDERAL STANDARDS FOR DRIVER SELECTION

INSTRUCTOR GUIDELINES	CONTENT
Emphasize that Federal Standards are minimum standards--each state and local district supplies more specific regulations. You will be explaining these later.	An excerpt from Standard 17 on Pupil Transportation Safety, of the Highway Safety Program, states that: Every person who drives a Type I or Type II school vehicle occupied by school pupils shall, as a minimum: 1. Have a valid state driver's license to operate such a vehicle(s); 2. Meet all special physical, mental, and moral requirements established by the state agency having primary responsibility for pupil transportation; and 3. Be qualified as a driver under the Motor Carrier Safety Regulations of the Federal Highway Administration 49 CFR 391, if he or his employer is subject to those regulations.
Indicate whether your district/company is subject to these regulations. If so, summarize them in brief, and have trainees take notes.	NOTES:

INTERPRETATION OF FEDERAL STANDARD 17*

INSTRUCTOR GUIDELINES

CONTENT

DRIVER SELECTION

1. School vehicle drivers should be in good physical condition, of good character, skilled in the operation of their vehicles and in personal relationships with the children they carry. They should be people with morals above reproach, even in temperament, have the ability to adjust to the varying conditions of their job and with positive attitudes toward safety. Their traffic records should be free from arrests, crashes, and warning notices for a period of at least three years.

2. Because the bus driving job is generally a part-time job, the population from which drivers can be selected is limited to those who can leave their regular daily activities for several hours in the morning and again in the late afternoon. Each person applying for a bus driving position should complete an application blank which asks for at least the following information:
   a. Name and address of the applicant.
   b. Education and special training.
   c. Driving record.
   d. General physical condition.
   e. Armed service record.
   f. Personal and business references.

3. A personal interview followed by a series of tests to determine temperament, knowledge, and

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*From NHTSA Volume 17 (12)

INSTRUCTOR GUIDELINES	CONTENT
	attitude for the job, should be given. A physical examination should be mandatory. The administrator should be sure that the physician understands the qualifications for the bus driving job and can answer yes to the question, "Is the applicant physically qualified in every way to perform the work of a school bus driver?" The examination should include but not be limited to tests for: a. Vision deficiencies including tests for glaucoma, depth perception, and presence of cataracts. b. Tuberculosis. c. Hypertension. d. High blood pressure. e. Overweight. f. Diabetes. g. Use of drugs (including alcohol). 4. A road test in the school vehicle should be given which includes maneuvers difficult enough to test the driver's ability and should be given over a standard route with a standard scoring procedure. The results of the road test should be used as a preliminary step in planning a good training program for this driver. 5. No person over the age of 65 should be hired to drive a school bus. Those who reach the age of 65 while employed as drivers may be permitted to drive as long as health and operating skills permit. Physical examinations for

INSTRUCTOR GUIDELINES	CONTENT
Refer to Figure 4. You supply the brief description of each physical characteristic and the specific requirement as controlled by your state law and/or local policies. Have trainees name specific effect on driving of temporary or chronic impairment of any of these physical characteristics. Confirm the effects they name and add any they leave out. Lead discussion.	drivers over 65 should be required more frequently than for younger drivers. At least every six months is recommended. 6. Unsatisfactory drivers should be rejected. For example, those with a bad driving record or where there is evidence of bad moral character within the last three years.
Ask trainees what things they expect to learn and what questions they have. Provide one or two discussion questions on the role of a school bus driver. Lead discussion.	[illegible] DISCUSSION QUESTIONS
OPTION: Show film, "Chrome Yellow: Extra Caution." See AV Directory (16).	
Administer Core Unit A Review Questions, Part 1. Provide the specific requirements as they apply in your state or district. Be sure to tell them when an item does not apply in your state or district. Have trainees take notes. Lead discussion and answer questions as part of feedback session. Provide review, if necessary.	
Administer Review Questions, Part 2. Provide feedback. Provide further review for trainees who don't meet criterion.	

Identify the effect on your driving of temporary or chronic impairment of these physical characteristics:

CHARACTERISTIC	SPECIFIC REQUIREMENT	EFFECT ON DRIVING
Vision		
Acuity		
Field of vision		
Color discrimination		
Depth perception		

Figure 4. Specific Physical Characteristics

CHARACTERISTIC	SPECIFIC REQUIREMENT	EFFECT ON DRIVING
Night vision		
Hearing		
Reaction time		
Normal and full use of arms, hands, legs, and feet		
Freedom from communicable diseases		
Freedom from organic or functional diseases		

Figure 4. (continued)

CORE UNIT A
REVIEW QUESTIONS--PART 1

STATE AND LOCAL REQUIREMENTS FOR BECOMING A SCHOOL BUS DRIVER

QUALIFICATION	STATE REQUIREMENT	LOCAL REQUIREMENT
SKILLS AND KNOWLEDGE		
PERSONAL HISTORY INCLUDING POLICE AND DRIVING RECORDS		
BASIC HEALTH INCLUDING EMOTIONAL STABILITY		
REASONS FOR DENIAL, REVOCATION, OR SUSPENSION OF A SCHOOL BUS DRIVER'S LICENSE		

CORE UNIT A
REVIEW QUESTIONS--PART 2

Answer these questions in your own words.

1. When must the "SCHOOL BUS" signs be either covered or removed?

2. When is it lawful for an individual or political subdivision to operate a commercial vehicle for the transporting of school children for extracurricular activities?

3. What special warning signal lamps are required on a school bus?

4. Why must a prospective driver take a school bus test before being granted a certificate to drive?

5. What certificates and licenses must a driver have to legally operate a school bus?

6. What is the minimum age for school bus drivers? What is the maximum age at which a person can become a school bus driver?

7. List any four responsibilities you have to your supervisor.

   a.

   b.

   c.

   d.

8. List any four responsibilities you have to your passengers.

   a.

   b.

   c.

   d.

9. List any four responsibilities you have to parents of your passengers.

   a.

   b.

   c.

   d.

10. List any two responsibilities you have to your fellow employees.

   a.

   b.

11. List any four personal qualifications you should possess.

   a.

   b.

   c.

   d.

12. List three ways you can improve public relations.

   a.

   b.

   c.

13. What two personal records of yours must be free of violations?

a.

b.

14. List two ways poor emotional or physical health could impair your driving.

a.

b.

15. Give one reason for denying or suspending a school bus driver's license.

CORE UNIT B

PASSENGER CONTROL

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OBJECTIVES

By the end of this unit, the students should be able to:

1. List the procedures for controlling the bus and students during loading and unloading.
2. Describe general rules of student conduct and discipline procedures.
3. Identify types of disorder requiring immediate attention and describe procedures for controlling them.
4. Report student control problems.

OVERVIEW

INSTRUCTOR GUIDELINES	CONTENT
	You are responsible for the health, safety, and welfare of the students who ride your bus. To keep them safe, you must be able to control them as well as you control the bus. But students aren't always as predictable as your vehicle. In this unit, you'll learn how to control your bus and your passengers:
Emphasize these 3 points. If bus patrols are used, include as number 1.a. "with the help of the bus patrol"	1. During loading and unloading. 2. During the ride. 3. In cooperation with school officials and parents.
Refer to state law on School Bus Flashing Warning Light System. Summarize this law and provide a handout for trainees to refer to. As you summarize law, have class take notes, particularly for the type of bus in your school district. Refer to other sections of the law as applicable to loading and unloading.	Loading and Unloading One of the most important maneuvers you make is the loading and unloading of students. Experience shows that this is a point where students and drivers are exposed to many hazards. Therefore, you must do it a certain way to prevent accidents. You must learn proper procedures for controlling traffic, for crossing pupils, for loading and unloading pupils, and for the proper seating of children. First, consider the equipment on the bus necessary to accomplish these purposes.
	NOTES:

LOADING PROCEDURES

INSTRUCTOR GUIDELINES	CONTENT
	Additional responsibility to the students starts approximately 150 feet from a stop or at that point where you can recognize a student as he approaches or leaves a bus stop.*
Change or add any step(s) to conform to state law and local policy.	
Draw roadway and bus stop--follow through with the bus movements. (Use chalkboard or oversized diagram on flipchart.)	A typical stopping and loading procedure is: 1. When approaching the designated stop, start slowing down in preparation for the stop. 2. Apply brakes hard enough to light up the brake lights so that vehicles following will have an indication you are about to stop. 3. Apply right-turn-signal indicators showing that you are going to move to the right. a. If your bus has an 8-light system, activate the prewarning amber flashing lights. b. The prewarning lamps could be activated even before step 1, depending on traffic conditions.

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*Note: The following procedures are in use in some states. You should specify if and when your state has different or additional requirements.

INSTRUCTOR GUIDELINES	CONTENT
Some states require that school bus stay in lane and not pull over to the right. Cars are more tempted to pass a stopped school bus when it is pulled halfway off the road.	4. Check all mirrors to see that traffic is clear and it is safe for you to pull to the right and stop.
	5. Approach students with extreme care, giving due consideration to the surface on which you are going to stop: dry, slippery, dips sharply to the right, rough ground, etc.
	6. If possible, do not pull up any closer than 3 feet from the waiting students.
	7. Cancel turn signal.
	8. Place transmission in neutral.
Fatal accidents have been caused by students pushing to be first to get on bus. A student may get pushed under the bus wheels.	9. Open the front door when you are ready to board the students. They should be trained not to move toward the bus until the door opens. a. If your bus is on an 8-light system, opening the door will deactivate the amber flashing lights and activate the red flashing warning lights. b. If your bus is on a 4-light system, activate the red flashing warning lights manually.
Cite policies on seating, if any. Caution them that if traffic is heavy, waiting for all students to be seated could increase possibility of collision. Refer to Figure 1 for a typical seating policy. Figure 2 describes a method called the Angel Seating Policy, which saves time.	10. Have students go directly to their seats as prescribed by local district policy. See Figures 1 and 2.

1. Students use handrails when boarding bus.
2. Students fill up seats from front to rear of bus.

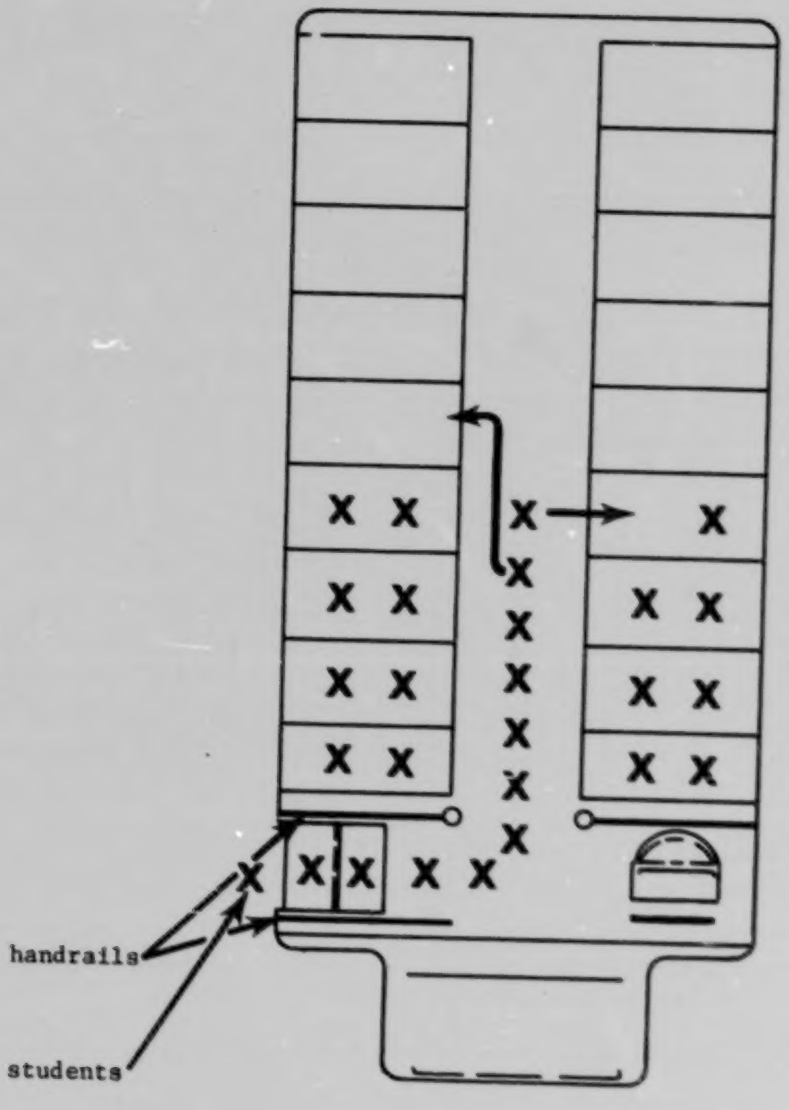
handrails
students

Figure 1. Typical Seating Policy

1. Students use handrails when boarding bus.
2. Students fill up seats from front to rear of bus, but they leave the front seat opposite the driver (the "Angel Seat") vacant for the last two students who board at each stop.
3. At next stop, the students in the angel seat get up and take another seat toward the rear.
4. The last two students to board again sit in the angel seat.
5. When unloading, the process is reversed; the last two to get off at the next stop sit in the angel seat. As the seat is vacated, two students who get off at next stop move up to angel seat.

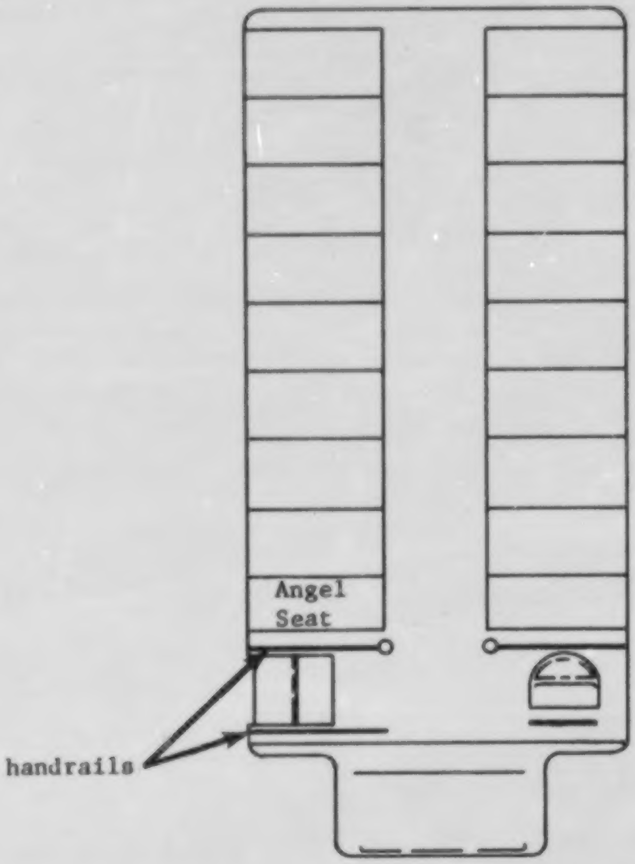

Figure 2. "Angel Seating" Policy

INSTRUCTOR GUIDELINES	CONTENT
Figure 3 is a suggested form to use as a seating chart on the bus. It provides space for 3 students per seat. Allow students to choose where they want to sit for the semester; record position of each child and verify names against bus roster.	11. Check to make sure students are all properly seated, then prepare to close the front door. 12. Check traffic and deactivate red flashing warning lights. 13. Check traffic, use mirrors; turn on left turn signal and when safe, pull back into the lane of traffic; cancel turn signal; retain road speed; and proceed to your next stop. NOTES ON LOCAL POLICY FOR LOADING

BUS NO. _____

Driver's
Seat

1 *John North*	2 *Sue Smith*	3 *Dan Short*
7 *(etc.)*	8	9
13	14	15
19	20	21
25	26	27
31	32	33
37	38	39
43	44	45
49	50	51
55	56	57
61	62	63
67	68	69

4	5	6
10	11	12
16	17	18
22	23	24
28	29	30
34	35	36
40	41	42
46	47	48
52	53	54
58	59	60
64	65	66
70	71	72

Figure 3. Seating Chart

UNLOADING PROCEDURES

INSTRUCTOR GUIDELINES	CONTENT
If bus patrols are in use, refer to pages 13 and 14 of this unit.	Unloading students poses added problems; problems especially on the return trip home. Follow the LOADING procedure with these additions:
Refer to applicable sections of your state law. It is strongly recommended that all bus stops be arranged so students do not have to cross the roadway. Change or add specific requirements where appropriate. For example, if your state requires drivers to escort students across the road, list the steps they should follow to do so. Ask/tell them about what local hazards might require this.	1. You are responsible for the safety of all students crossing the roadway, regardless of their grade level.
	2. Give the motoring public a chance to react to the flashing red warning lights. In most cases, you shouldn't allow students to get off the bus until passing cars have stopped. 3. Students who must cross the road should line up in front of the bus and look up at you; no one should go beyond the left front fender.
CAUTION: If a stop is situated completely off a roadway, yet close to it, traffic may not be required to stop. However, children may still have to cross road. In this case, the job of making sure they cross safely is made harder because the movement of traffic is not so controlled. Discuss with class.	4. You must check traffic in both directions before allowing students to cross the roadway. 5. While performing this operation, remember that you are not a traffic officer, and have no rights other than a regular motorist. In other words, do not signal any motorist to do anything. If a driver of

INSTRUCTOR GUIDELINES	CONTENT
	a motor vehicle violates the red light law, write down and turn in his license number to the transportation supervisor or to the appropriate law enforcement agency.
Discuss various signals drivers could use. The signals must not be construed by motorists that it's all right to drive on.	6. Wait until it is safe for students to cross and then give them a prearranged signal.
Be sure to spend extra time in class discussion on UNLOADING PROCEDURES.	7. When students have safely crossed the road, immediately cancel the red flashing warning lights to allow stopped traffic to move on.
OPTION: **A series of local slides can be developed that will be helpful in this area of training.**	8. Activate left turn signal and check rear-view mirrors before pulling back onto the roadway.
	When unloading students on school ground, the stops should be situated so students get off on the school side. Discuss with class how the above procedures can be modified if students must cross school driveway that has other buses or passenger cars in motion.
	NOTES:

IF YOU HAVE SAFETY PATROLS*

INSTRUCTOR GUIDELINES	CONTENT
	You may have a well-trained safety patrol assigned to your bus. There is no age requirement for a bus patrol, but one should be at least 12 years of age. PATROL DUTIES:
Add or substitute specific duties where they differ in your state or district.	1. The function of a safety patrol is not to stop or direct traffic. 2. The safety patrol should direct pupils in loading and unloading and should aid small pupils in getting on and off bus.
It is strongly recommended that stops be arranged so that students do not have to cross the roadway. Discuss what prearranged signals to use. Signal to patrol must not be construed by motorists that it's all right to drive on.	3. The most important duty of the safety patrol is to direct pupils across road or highway safely, if they must cross. He should stand in front of the left front fender of bus with arms outstretched in a perpendicular position to the front of the bus. Students should wait behind his arms until it is safe to cross road or highway. When you signal the patrol that it is safe for pupils to cross, the patrol drops his arms and lets students cross.
	4. The safety patrol should remain alert and should warn you of any apparent danger of which you are not aware. The safety patrol should be furnished a badge, belt, and/or other means of identification.

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*Adapted from state of Mississippi and NHTSA Task Description (8, 14)

INSTRUCTOR GUIDELINES	CONTENT
	YOUR DUTIES You must direct the activities of the bus safety patrol, as follows:
Add or substitute specific activities where they differ in your state or district.	1. Direct one member of bus patrol to enter bus first and supervise seating of the other students. 2. Direct other patrol member(s) to supervise the orderly loading of the students from the roadway or loading zone. 3. If seat belts are used for passengers, assign to the bus patrol members the responsibility of checking that the seat belt is securely fastened. 4. Observe bus patrol members directing students who must cross a roadway. Check traffic and indicate to patrol that the way is clear.
OPTION: Show film "School Bus Patrol." See AV Directory (56).	5. Direct one bus patrol member to sit near the emergency door of the bus.
Lead class discussion.	NOTES:

GENERAL RULES FOR STUDENT CONDUCT

INSTRUCTOR GUIDELINES	CONTENT
OPTION: Show film, "And Then It Happened." See AV Directory (7).	Certainly it cannot be denied that your passengers are affected by the school transportation program. Their experiences on the bus--good and bad--become a part of their education.* This is an aspect of public school transportation which has not received the attention which it deserves. You can do much to control students for their safety and yours.
Discuss conduct in terms of home and/or school problems the students bring with them to the bus.	DESIRABLE STUDENT CONDUCT Formal classroom behavior need not, of course, be required of pupils in a school bus. An informal atmosphere which encourages pupils to relax and enjoy the ride is desirable. There are, however, certain limits within which pupil activity must be confined. What are these limits? Your control over pupils should be sufficient to assure that:
Emphasize each rule, giving and asking for examples. Add or delete any that differ in your state or district.	1. Students will enter and leave the bus at school loading stations and at highway bus stops in orderly fashion and in accordance with instructions. This requires pupils to proceed at all times: a. Without haste and without loitering. b. Without crowding and without pushing. c. With each pupil showing due regard for his own safety and the safety of others.

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*Adapted from state of Iowa (6)

INSTRUCTOR GUIDELINES	CONTENT
	2. Students will remain quiet enough not to distract you. Pupils must, at all times: a. Refrain from shouting and other boisterous activity. b. Refrain from talking to you while the bus is in motion. c. Show due consideration for you and your problems. In general, any activity which worries or distracts you as the driver is objectionable. You need to keep your mind on the driving and on the traffic situation. If you are worried about the activity in the bus, you cannot be a safe driver.
	3. Students will remain seated while the bus is in motion. a. Each pupil must go directly to his seat upon entering the bus. b. Each pupil must remain seated until the bus has stopped.
Refer to appropriate section of your state law. ⇩	4. Students will cross road in accordance with instructions and the provisions of the state law.
	5. Students will neither purposely nor carelessly destroy property. Transportation equipment represents a large capital investment. Pupils can be expected to cooperate in its maintenance and preservation.

INSTRUCTOR GUIDELINES	CONTENT
	a. Orderly behavior in the bus, at all times, is essential. Rough-housing is not only hard on seats and interior finish; it also makes it difficult for you to drive safely. b. Pupils should keep feet off the seats. c. Pupils should keep sharp objects off the upholstery. 6. Students will not extend arms or other parts of body out through windows. a. It is important that no object protrude through an open window. b. Pupils should leave windows alone. You should attend to ventilation. 7. Students will not throw objects about in the bus nor out through windows. a. Waste paper and other refuse may not be scattered along the highway. Provision should be made inside for such material and it should be disposed of at end of trip. b. Books and other property should be properly stowed on laps. c. The aisle should be clear. d. Shooting "paper wads" or other material in the bus is not permissible. In addition to items listed above, you should instruct and encourage students to: 1. Follow your instructions promptly and cheerfully.

INSTRUCTOR GUIDELINES	CONTENT
Drivers should notify school authorities regarding inadequate clothing, child abuse, consistent bullying, etc.	2. Be on time at the bus stop location. 3. Be on time at the school loading station. 4. Avoid playing or loitering on the highway when waiting for a bus which is late.
Consider the wind chill factor in some climates which students must endure when waiting for a late bus. If students are expected to be on time, drivers must be also.	5. Follow correct safety procedures when walking on the highway to and from a bus stop. In some instances, pupils must meet a school bus some distance from the home driveway. Procedures for walking on the highway should be clear to pupils.
Add or delete any rules for conduct as appropriate to your state or district policy.	6. Other:

YOUR RESPONSIBILITY FOR DISCIPLINE

INSTRUCTOR GUIDELINES	CONTENT
	All rules and regulations concerning student behavior should be well known and clearly understood by: 1. Bus drivers 2. Students 3. Parents Obviously, you cannot be solely responsible for proper student behavior. Teachers should have direct responsibility for training and instructing transported pupils. Teachers, as well as bus drivers, should supervise loading stations at the school grounds.
It is suggested that you or the school provide a list of rules of conduct for pupils who ride school buses.	Mimeographed lists of rules and regulations covering pupil behavior should be prepared by the administration and distributed to pupils and parents. The active cooperation of parents can be very helpful. You must, of course, accept responsibility for supervising and controlling pupils out on the route. You cannot escape the fact that you are in charge. Establish and discuss acceptable discipline procedures.
Have trainees read and summarize state and local laws for driver responsibility and authority to discipline. Emphasize main points, e.g., "do not use corporal punishment."	NOTES ON STATE AND LOCAL REGULATIONS:

STUDENT MANAGEMENT*

INSTRUCTOR GUIDELINES	CONTENT
Emphasize main points.	As a good bus driver, you should always have a general knowledge of your "load" or cargo. Your personal knowledge of the individuals transported will not be as intimate as that of the teacher since you have contact with the pupils for only a short time each day. Your main function is to carry the pupils to their destination and discharge them unharmed. But, you must know something of the behavior patterns of your riders and know a great deal about their reactions in order to safely pick up and deliver your load. Remember the following: 1. Each child is an individual and therefore different, but do not allow special privileges to any pupil unless requested by the school administration. The administration has complete records on each pupil and is better able to judge a pupil's needs than you on the basis of your short daily contact with the pupil. 2. Observe the rights and privileges of each child only as long as he obeys the rules of good bus behavior. The moment a pupil "gets out of line," deal with him or her fairly, impartially, and in the same manner you treat all such offenders. In the eyes of children, the greatest sin an adult can commit is to "play favorites." 3. Remember that all eyes are on you while you are driving the bus. Your words and actions have tremendous influence on the children riding on your bus.

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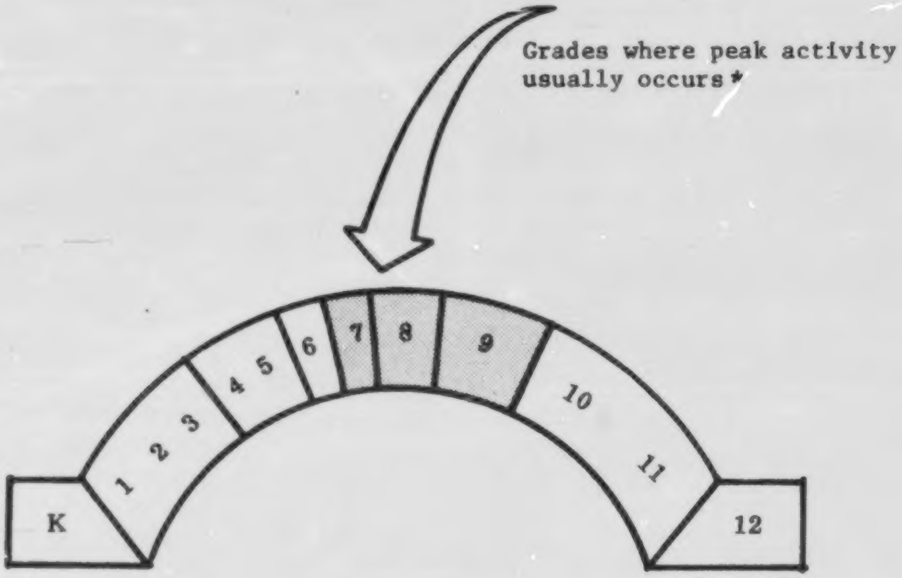
*From state of California (2)

INSTRUCTOR GUIDELINES	CONTENT
	4. Speak quietly, clearly, with confidence and firmness when talking to the children on your bus. 5. Be liberal in your praise of the group when they accept responsibility well and have a general pattern of good behavior. Do not single out individual students for praise before the group.
Emphasize that communication with the proper persons is important if trouble is encountered. Driver should be alert to the beginnings of problems that could flare up into major confrontations. Driver should try to get to know students as individuals. If he doesn't know how to handle a particular student, ask someone who would.	6. Do not try to handle serious discipline cases yourself. Refer all such cases to your supervisor or the school principal. Give all the facts and be sure the entire problem is understood. Usually the child who causes the problems on the bus is also causing problems in the classroom. The school administrator has the whole picture of the child while you, as a bus driver, know only his bus behavior.
Refer to "Behavior Curve" in Figure 4. Discuss differences in behavioral tendencies from Grades K-12. Emphasize that physical and emotional activity peak is usually around Grades 7-8. Emphasize the negative effect a bus driver's sarcasm could have. For example, the driver calls out to an 8th grade boy, "Hey you with the girl's hair." Encourage class discussion. Emphasize cooperation, treating students as driver would like to be treated. Don't be a nag; enlist help of students.	Pupil psychology demands that all talking to the pupils must be done without shouting, excitement, or evidence of irritation. You must be careful in your talks with the pupils to never threaten them with violence. Carry out your instructions to the pupils with no evidence of favoritism. If you overlook violations of conduct by one pupil, you'll lose the respect of the other pupils. Strike a happy medium by not being too lenient or too harsh, as both extremes are equally bad for the morale of the pupils on the bus. Your attitude should be friendly, cheerful, and businesslike. Strive to build morale and cooperation in your busload. This can be done by being friendly, courteous, and helpful. In the course of time, the pupil


Grades where peak activity usually occurs*
K
1
2
3
4
5
6
7
8
9
10
11
12

*From state of California (2)

Figure 4. Behavior Curve Showing Grade Levels and Student Activity Tendency

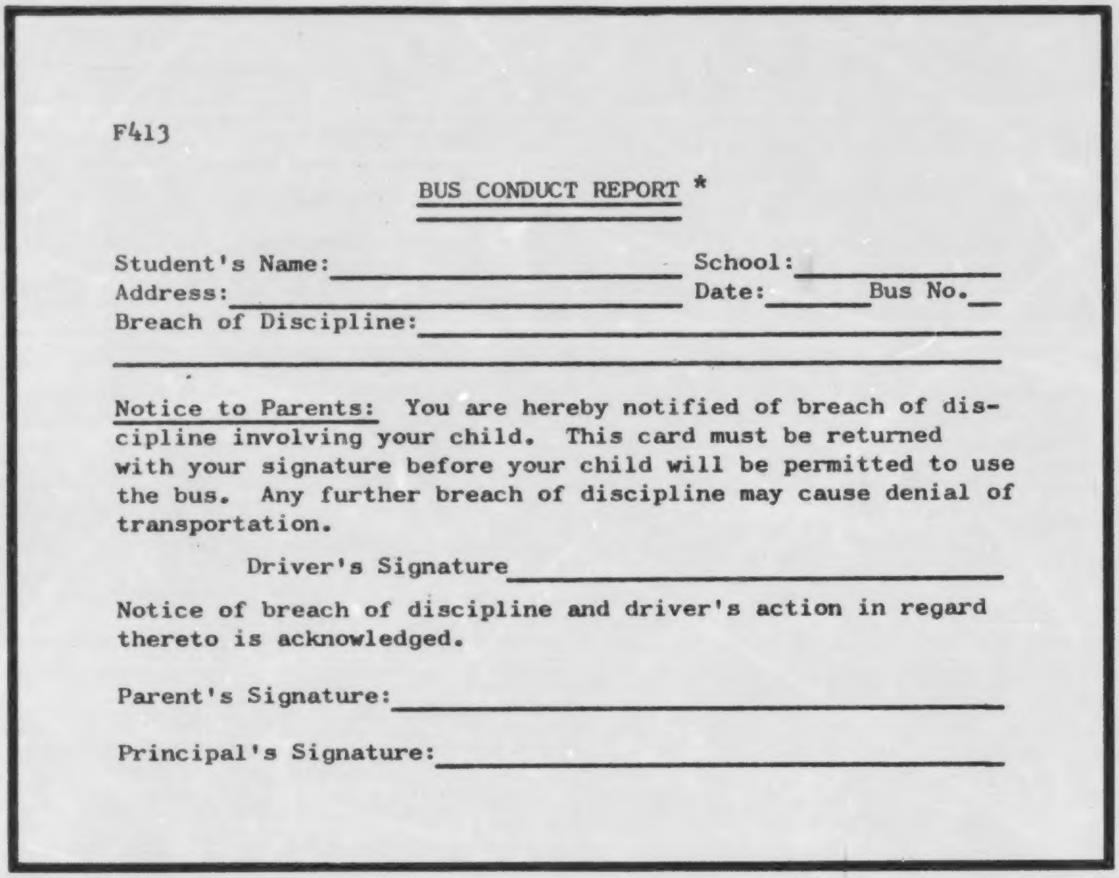
INSTRUCTOR GUIDELINES	CONTENT
Emphasize underlined point, but caution trainees that rules must conform to state and local regulations.	morale will be a great source of help in controlling pupils who are the worst offenders. When pupils discover that improper conduct is not acceptable to the group, offenders will hesitate to do things which cause them to lose "face" with the group. One of the best approaches to building pupil morale is to give the pupils a chance to participate in drafting the rules and regulations for maximum safety on the school bus. Practice all approaches which create better driver-pupil relationships.

WHEN YOU HAVE DISCIPLINE PROBLEMS

INSTRUCTOR GUIDELINES	CONTENT
	You must maintain order on your bus. Keep in mind the following simple rules:
Discuss what to do in cases where physical touching may be warranted, e.g., fight.	1. Stop the bus if the behavior problem is a serious one. If it is a minor infraction, a word of warning over the speaker system (if available) or a remark directed to the offender may be enough. If the infraction is more serious in nature, stop the bus. The fact that you have taken this action makes the pupils realize the situation is one that is out of the ordinary.
Give specific local procedures for handling "serious" problems.	2. Stand up and speak to the offenders in a courteous manner but in a firm voice. Don't show anger, but all pupils must realize you "mean business."
	3. If a change in seating is needed, move the pupil to a seat near the driver so you can more closely observe his behavior.
Discuss local school board policies on how to handle this. Discuss three situations which warrant immediate or "drastic" action: a. fist fight; b. collapse of student due to illness, drugs, or alcohol; c. small fire, explosion, or similar acts of vandalism.	4. You have no legal right to put a pupil off the bus except at his regular bus stop or at the school. However, if an emergency situation develops in which you feel very drastic action is needed, stop the bus and send a responsible pupil or adult to notify the supervisor or principal of the happening. Do not start the bus until one of these persons has responded to your call. You, alone, cannot deny the pupil the right to be picked up in the morning; check with your supervisor or principal regarding the proper procedure for you to follow.

REPORTING DISCIPLINE PROBLEMS

INSTRUCTOR GUIDELINES	CONTENT
Discuss local policies on reporting discipline problems, show class appropriate forms, and show the correct way to fill in form.	You are responsible for the conduct of pupils on your bus, but you must have the backing of the school administration to effectively discharge this responsibility. In cases of continued misconduct, report the pupil to the supervisor or principal and ask that some action be taken toward withdrawing the pupil's right to ride the school bus.
Refer to Figure 5. Give an example problem and sample filled in form. Be sure to give local contacts and their telephone numbers.	In many school districts, the first action taken is a reprimand or a withdrawal of bus privileges for a short time. If the pupil's behavior does not improve when he returns, he may be denied the right to ride the bus for a longer period or he may be transferred to another bus. This is usually done after all other measures have failed to improve the situation.
	If you feel the conduct of the student makes it necessary to withdraw his bus privileges, take him to his designation and inform him that he cannot ride the bus until the matter has been cleared with the school administration. ON THE SAME DAY, INFORM THE ADMINISTRATION ON THE PROPER REPORT BLANKS. (See Figure 5.)
	NOTES ON REPORTING:



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BUS CONDUCT REPORT *

Student's Name: ______________________ School: ____________
Address: ______________________________ Date: ______ Bus No. __
Breach of Discipline: ___________________________________
____

Notice to Parents: You are hereby notified of breach of discipline involving your child. This card must be returned with your signature before your child will be permitted to use the bus. Any further breach of discipline may cause denial of transportation.

Driver's Signature ____________________________

Notice of breach of discipline and driver's action in regard thereto is acknowledged.

Parent's Signature: ____________________________

Principal's Signature: __________________________

Each district should have its own report form and rules relative to its use. One copy goes to the parent, one to the administrator, and one is kept by the driver. The first report might be considered a warning; the second could mean the loss of riding privileges for a period of time; the third could result in a conference by the student, the parent, the administrator, and the driver.

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* From state of Oregon (17)

Figure 5. Suggested Report Form

SUMMARY DO'S AND DON'TS FOR BUS DRIVERS REGARDING DISCIPLINE

INSTRUCTOR GUIDELINES	CONTENT
	Listed here are several do's and don'ts which should help you with problems of discipline.
	DO'S
	1. Always be courteous to your students.
Add or delete as appropriate for your district.	2. Always control your temper.
	3. Act the part of a person in responsible position, conscious of your important job.
	4. Do everything possible to inform pupils that they themselves have important responsibilities in assuring group safety.
	5. Maintain close contacts with principals and secure their cooperation.
	6. Spot the few troublemakers and ask the principal what methods to employ if you are uncertain.
	7. Seat any troublemakers near you, within your vision.
	8. Be firm, but kind.
	DON'TS
	1. Don't be too familiar with the students.
	2. Don't be too lenient at first.
	3. Don't make "wisecracks."
	4. Don't threaten.
	5. Don't shout.
	6. Don't argue.
	7. Don't use physical force; observe the policy of "hands off."

INSTRUCTOR GUIDELINES	CONTENT
	8. Don't create issues that have to be settled later. 9. Don't discipline children while the bus is in motion. 10. Never assume that everything is all right. 11. Avoid general statements to the whole busload of students when restoring order. 12. Don't question publicly the decisions of the school board; however, feel free to make suggestions for improvement to the proper authority.
Administer Core Unit B Review Questions. Provide feedback in the form of model answers. Provide further guidance for any trainees who don't meet criterion. They could reread parts of the unit, talk with experienced drivers, etc. Make sure their answers conform to state and local regulations.	NOTES:

CORE UNIT B
REVIEW QUESTIONS--PART 1

Check whether the statement is mostly True or False.

1. A parent or teacher relieves the driver of half of his responsibility for student behavior. T ____ F ____
2. Being liberal in your praise when students are on good behavior is a wise move. T ____ F ____
3. Conduct of the pupils aboard the bus is the direct responsibility of the principal. T ____ F ____
4. A driver who is lenient gains respect and control over his busload. T ____ F ____
5. The business-like attitude of the driver has a great deal to do with pupil psychology. T ____ F ____
6. A student who misbehaves on the bus may be kicked off any place the driver feels it is safe. T ____ F ____
7. "Troublemakers" or youngsters likely to misbehave on the bus may often be identified by the way in which other pupils act toward them. T ____ F ____
8. Favoritism is a good way to gain control of your students. T ____ F ____
9. Seat your troublemakers near the center of the bus. T ____ F ____
10. It is good practice for a driver to understand the growth problems as well as behavior patterns of the children in his care even for the short period he will be with them. T ____ F ____
11. Vehicles traveling in both directions on an undivided highway must stop for a school bus which is loading or unloading passengers. T ____ F ____
12. After unloading passengers, the driver may proceed as soon as the last student steps on to the ground or pavement. T ____ F ____

13. On highways having dual or multiple lanes separated by safety islands, a vehicle overtaking a school bus, which is loading children, has to stop.
T ____
F ____

14. Federal Standards recommend that there be no standees on school buses.
T ____
F ____

15. There is no penalty for a motorist who passes a school bus while it is loading or unloading passengers.
T ____
F ____

CORE UNIT B
REVIEW QUESTIONS--PART 2

Briefly describe, in your own words:

1. How you control the bus (including red flashing warning lights) as you approach and stop to load passengers.

2. How you control students as they enter the bus.

3. How you control the bus as you approach and stop to unload passengers.

4. How you control students as they leave the bus.

OPTIONAL QUESTION FOR SYSTEM WITH BUS SAFETY PATROLS:

Briefly describe the duties of the school bus patrol in supervising the loading process with regard to:

1. Other students
2. The driver
3. Motorists

CORE UNIT B
REVIEW QUESTIONS--PART 3

Fill in the right-hand column

If one of the students on my bus were:	I would:
1. Eating	1.
2. Trying to get off at a corner other than his regular stop.	2.
3. Shouting the school's victory song.	3.
4. Conversing in normal tones.	4.
5. Walking in the aisle while bus is in motion.	5.
6. Smoking.	6.
7. Running to catch bus as I start to pull away from stop.	7.

If one of the students on my bus were:	I would:
8. Trying to bring her dog to school.	8.
9. Opening the window and scraping snow into snowballs.	9.
10. Doing his homework.	10.

CORE UNIT B
REVIEW QUESTIONS--PART 4

1. List three examples of disorders requiring immediate attention and describe the procedure you would use to control each.

DISORDER	PROCEDURE
a.	a.
b.	b.
c.	c.

CORE UNIT B
REVIEW QUESTIONS--PART 5

1. Write three examples of conduct problems you would report:

   a.

   b.

   c.

2. Why would you report such a problem?

3. Who would you report to?

   Name ______________________________ Title ______________________________

4. What is the usual penalty in your district for one of the conduct problems you chose in question 1 above?

CORE UNIT C

ACCIDENTS AND EMERGENCIES

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OBJECTIVES

By the end of this unit, the students should be able to:

1. Identify the major causes of school bus accidents and describe actions to avoid accidents.
2. Identify his/her legal responsibilities and required action in case of an accident.
3. State the school's policy on eight accident/emergency issues.
4. Describe and demonstrate emergency procedures to follow.

GENERAL CONCLUSIONS ABOUT SCHOOL BUS ACCIDENT FACTORS

INSTRUCTOR GUIDELINES	CONTENT
Choose three "case histories" of different local accidents in which school buses were involved. Present facts, description, and diagram for each accident on a separate handout.	On a national level, certain factors influence school bus accidents. Your local statistics may vary. • School bus drivers are at fault about half the time; failure to yield the right of way is the most common driver violation.
Distribute handouts and discuss each accident with class. Identify the cause of each and the frequency with which each occurs in your area. Discuss general conclusions and indicate where they vary for your area or state.	• Collision between a school bus and another vehicle in traffic is most common type of accident.

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*Adapted from School Bus Accident Data (4)

INSTRUCTOR GUIDELINES	CONTENT
Discuss possible reasons. Young drivers may be less mature emotionally, less experienced in various driving situations. Elderly drivers tend to have longer reaction time, poorer vision, and poorer hearing.	• Young drivers and elderly drivers tend to have a higher accident rate than the intermediate age group.
Explain how salt and corrosion could cause weakening of metal tubing used for brakelines.	• Defective brakes on the bus is the most common mechanical factor in accidents. (But mechanical failures cause a very low percentage of accidents.)
Refer to Figure 1. Cite local statistics. Nationally, school bus transportation accidents killed about 180 persons in 1972, including 100 pupils, 10 bus drivers and 70 other persons. Of the pupils killed, about 35 were passengers on school buses and 65 were (student) pedestrians either approaching or leaving a loading zone. More than half of the pupil pedestrian victims were struck by a vehicle other than the school bus which they were entering or leaving.	• More students are killed approaching or leaving the bus than onboard the bus. DISCUSSION: (Your instructor will discuss Figure 1.)

TOTAL ACCIDENT SUMMARY* - PUBLIC SCHOOL BUSES INVOLVED - STATE OF ________
19 - School Year (September 1 through __________

Total Number of Accidents Involving Public School Buses........ ________
Total Number of Urban Accidents.............................. ________
Total Number of Suburban and Rural Accidents.................. ________
Total Number of School Bus Drivers at Fault................... ________
Total Number of Accidents in Which Both Drivers Were at Fault.. ________

- -

Time Factors: A.M. Accidents...____ P.M. Accidents...____ Not Stated____

Daylight........________
Dawn............________
Dusk............________
Dark............________
Not Stated......________

Monday.....________
Tuesday....________
Wednesday..________
Thursday...________
Friday.....________
Saturday...________
Sunday.....________

- -

Total Number of Multiple-Bus Accidents: Two Buses Involved........ ______
Three Buses Involved...... ______
Four or More Buses Involved______

- -

Severity of Accidents: Number of Fatal Accidents............ ______
Number of Fatalities................. ______
Number of Personal Injury Accidents.. ______
Number of School Children Injured.... ______
Number of School Bus Drivers Injured. ______
Number of Property Damage Accidents.. ______
Others............................... ______

- -

Bus Driver Factors:(Only)

Age Grouping:	Male	Female	Total:
Under 21....	____	____	____
21-30.......	____	____	____
31-40.......	____	____	____
41-50.......	____	____	____
51-60.......	____	____	____
61-70.......	____	____	____
71 and over.	____	____	____
Not Stated..	____	____	____
TOTALS:	____	____	____

---

*From questionnaire developed by Richard W. Guyer, Ball State University Graduate Division (10)

Figure 1. School Bus Accident Factors

SCHOOL BUS ACCIDENT SUMMARY (Continued) - STATE OF ____________________

****

Weather Factors:

Clear.........________
Snow-Sleet....________
Not Stated....________
Rain-Mist........ ________
Fog-Smoke........ ________

Road Condition Factors:

Paved..... ____
Gravel.... ____
Dirt...... ____
Not Stated... ____

Dry....____
Wet....____
Snow...____
Ice....____
Not Stated____

Straight....____
Curved......____
Intersection____
RR Crossing.____
Bridge or Tunnel....____
Not Stated...____

City Street....____
County Hwy.....____
Rural Road.....____
State Hwy......____
Federal Hwy....____
Interstate.....____
Not Stated.....____

Violations of School Bus Drivers: (Only)

Failure to Yield Right-of-way..........................________
Too Fast for Conditions................................________
Wrong Side of Roadway..................................________
Following Too Closely..................................________
Improper Passing.......................................________
Inattention..________
Improper Turn..________
Reckless Driving.......................................________
Failure to Stop (Intersection, Railroad, Entering, etc.).________
Defective Equipment....................................________
Exceeding Speed Limit..................................________
Improper Loading or Unloading..........................________
Driver Fatigue...________
Drinking Intoxicants...................................________
Other..________
Not Stated...________

Location of Impact Area On Bus Body:

Front: Right Front ..._____
Middle Front..._____
Left Front....._____

Rear: Right Rear...._____
Middle Rear..._____

Right Side: Forward....._____
Middle......_____
Back........_____

Left Side: Forward....._____
Middle......_____
Back........_____

Figure 1. (continued)

YOU PREDICT

INSTRUCTOR GUIDELINES	CONTENT
Provide three potential accident situations involving different combinations of factors you covered in Figure 1. Have trainees "predict" accidents, based on the local data they've recorded.	Your instructor will tell you about some potential accident situations and you'll predict what will happen. ACCIDENT PREDICTION #1 ACCIDENT PREDICTION #2 ACCIDENT PREDICTION #3

INSTRUCTOR GUIDELINES	CONTENT
	SCHOOL BUS DRIVER LIABILITY FOR PUPIL INJURIES* You may be held liable for injuries to school children resulting from your negligence. All four essential elements or grounds for negligence must be present. Courts generally consider these to be:
Emphasize standard of conduct involves "due care" of varying degrees, depending on duty. School bus drivers are usually assumed to have a legal duty to act with a higher degree of care than the ordinary driver, because they are transporting pupils.	1. Your legal duty to conform to a standard of conduct for the protection of others against unreasonable risks.
Explain #2: "Failure to conform to standard of conduct" is usually determined on the issue of whether or not the driver could foresee harm from his action or inaction. The question becomes, was the accident foreseeable--and thus, preventable--by the driver? If yes, he probably failed to meet the standard of conduct.	2. Your failure to conform to the standard. 3. A reasonably close causal connection between your conduct and resulting injury. 4. Actual loss or damage resulting to the interests of another.
Discuss whether the accidents in the 3 case histories you presented involved probable driver negligence.	NOTES:

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*From state of Iowa (5)

INSTRUCTOR GUIDELINES	CONTENT
Give a brief summary of court cases in which drivers were and were not found to be negligent.	The considerations that most courts use in determining driver negligence are:*
Discuss the 8 considerations listed.	1. The degree of care which driver must use ranges from "ordinary" and "reasonable" to "extraordinary" and "highest degree." The degree required depends on type of duty. The tendency of the courts is to require more care from people with a duty involving younger children. 2. The approximate age of a child considered to be capable of recognizing traffic dangers is 10 to 11 years. 3. You and your district are both accountable for maintaining a safe vehicle. 4. Most cases involving accidents while boarding and alighting from a bus use the factors of "reasonable care" and "safe places" in determining negligence.
CAUTION: "Normally accepted means" does not include corporal punishment, unreasonable threats, etc. Give examples of what your district considers "normally acceptable."	5. You are expected to keep order on a bus and may use any normally accepted means. 6. You are not automatically guilty of negligence if injury occurs. You have the opportunity to refute the charge by proof that proper care was used. 7. You may generally be held accountable for your acts separately from any decision regarding district liability. 8. NEGLIGENCE IS FOR JURY DETERMINATION.
OPTION: Show the film, "The Final Factor." Discuss whether the drivers of cars were potentially negligent. Compare with school bus driving situations or Play the audiotapes "You Are the Jury." See AV Directory (32, 80).	

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*From state of Iowa (5)

INSTRUCTOR GUIDELINES	CONTENT
Provide a case history of an actual suit brought against a school bus driver. Include facts that will enable trainees to answer the questions below. Have the court decision written separately. Trainees answer the first four questions. Then present the decision on the driver's negligence. Encourage discussions.	Your instructor will describe a case history involving a law suit. CASE HISTORY:
OPTIONS: Show the film(s): "The Human Factor in Driving" or "Be Your Own Traffic Judge" or "Preventable or Not?" See AV Directory (38, 65, 49)	Answer these questions: 1. Did the driver have a legal duty to meet a certain standard of conduct in this situation? ________ ________________________ 2. Did he act with "due care" (the way a reasonably careful bus driver would)? ________ 3. Was there actual harm, injury or damage? ________ ________________________

INSTRUCTOR GUIDELINES	CONTENT
	4. Did the driver's conduct (action or inaction) cause or result in the injury? ______________ ______________________________ **COURT DECISION** The driver [was/was not] determined to be negligent. Who may be held liable for the injuries resulting from this accident? ______________ ______________________________ **DISCUSSION**

ACCIDENT PROCEDURES

INSTRUCTOR GUIDELINES	CONTENT
Distribute handout of synopsis of applicable state law. Be sure to include your local investigation, highway patrol instructions, etc. Explain and answer questions.	If you have an accident, there is a procedure to follow that will meet the requirements of the state law. No two accidents are the same. The sequence of things in the suggested procedure may not be practical in every case. At times, good common sense will be the rule.
Reporting an accident on proper forms is covered later.	STATE LAW REGARDING ACCIDENT--NOTES:
Substitute the use of bus patrol if applicable.	Your primary responsibility is to your passengers. Therefore, your first responsibility is to remain calm. If you are unable physically to perform your duties, direct others to do them for you. Should this be the case, ask your oldest and most capable student to help. The following procedure is recommended: 1. Turn off ignition switch and take keys, 2. Set brakes. 3. Remain calm and reassure students. 4. Use warning devices to "protect the scene."
Explain how.	a. Protect the students and the bus from further accidents and injuries: Place flags, flares or fusees in accordance with state law.

INSTRUCTOR GUIDELINES	CONTENT
Explain how.	b. Protect the scene from traffic and people so that evidence is not destroyed.
Discuss and give examples of exceptions, e.g., when bus is on railroad tracks.	c. Under normal circumstances, the vehicle involved should not be moved until law officers advise you to do so.
Point out location of fuel tank on various buses, using pictures	5. Be alert to a fire or the possibility of fire. a. Check for ruptured fuel tank and fuel lines. A bus can be a potential furnace. b. Check for electrical fire. c. Look for smoke. d. Check for hot tires which may catch fire--caused by metal rubbing against a tire from point of impact to final resting place.
Use of fire extinguishers and warning devices will be covered later in this unit.	e. Extinguish fire, if any.
First aid will be covered in Advanced Unit B.	6. Check for injury to pupils. a. If pupils are injured, follow first aid procedures.

INSTRUCTOR GUIDELINES	CONTENT
They'll learn evacuation conditions and procedures later in this unit.	7. Keep all students in the bus, except in three cases: a. Conditions might lead to a possible fire. b. Danger of further collision. c. Danger of drowning. 8. Account for all students.
Emphasize that driver should give information on: WHO WHAT WHERE WHEN WHY WHAT NEEDED	9. Notify school administrators of the location of the bus accident.
Explain how to send students for help; include local policy. Drivers should know the route, location of hospital or medical assistance, location of public telephones, and emergency telephone numbers.	
	10. Notify the appropriate law enforcement agency.

INSTRUCTOR GUIDELINES	CONTENT
	11. Do not discuss the facts of the accident with other motorists but give information only to investigating officers and school officials. a. To provide necessary information for all concerned--law enforcement officers, school officials, etc. (1) List all students' names, ages, and addresses.
Show examples of an emergency packet and discuss how your local district or company wants this done.	(2) Information about the school bus, such as insurance, make, model number, owner, etc. An emergency packet should be carried on the bus which includes bus information, emergency telephone numbers and any additional local directives covering this subject.
	b. While being investigated, be patient, evaluate questions, and give clear and concise answers. c. A driver involved in an accident is required to give his name, address, driver's license number, and vehicle information. Be ready to give this information to the other driver and also write down the same information regarding him. d. If witnesses were present, other than your students, get names, addresses, and license numbers.

INSTRUCTOR GUIDELINES	CONTENT
	12. Cooperate with school administration. a. During the investigation of the accident, do not release any of your students to anyone unless told to do so by the school administration (see page 48 of this unit).
Account for all students via checklist.	b. If students are injured and need to be removed from the scene, follow policy adopted for this purpose at the local level, if applicable (see page 47 of this unit). If not, send someone to call for aid, such as hospital, ambulance service, or fire department--wherever help can be summoned quickly. The injured should be transported by proper means to a hospital for care.
Add, delete, or substitute state or local control on accident procedures. Encourage trainees to ask questions. Lead discussion. Present types of incidents which must be reported to the police and provide specific examples.	13. Continue the transportation of the students by: a. The present bus if released. b. Another bus. c. Some other means, again following local policies of the district, but not until authorized to do so.
Provide one accident situation and a random list of possible driver actions. For example, Driver A did the following things: . . ., Driver B, Driver C, etc. Have trainees choose which driver acted appropriately. Have class provide feedback to each other. Provide answer and reasons.	NOTES:

REPORTING AN ACCIDENT

INSTRUCTOR GUIDELINES	CONTENT
Ask why it's important to have written record of accidents. Explain, if necessary. Explain all local accident forms. Refer to Figure 2 for a sample form. Include legal requirements in your state as to the dollar amount of damage or extent of personal injury. Use sample case history of accident. Distribute filled in sample forms. Demonstrate how to draw the illustration of what happened, using suggested symbols for cars, buses, etc. The use of transparencies on an overhead projector is one method for this demonstration. Stress that the federal standard requires that bus drivers must complete a written report of any accident involving a school bus, regardless of the severity of damage.	We will now go over our forms and how they are to be filled out. CASE HISTORY OF AN ACCIDENT:

ACCIDENT REPORT OF DRIVERS OF SCHOOL BUSES*

(If serious, telephone or telegraph)

Drivers of school conveyances involved in accidents (regardless of the seriousness of the accident or whether any children or other persons are injured) shall make out and file TWO copies of the accident report with the Superintendent of Schools. The Superintendent shall, in turn, file one copy with the Bureau of Field Financial Services of the State Education Department.

Date of accident ____________________ Time ________________________

Place ____

(Between what streets, or nearest intersecting road, or nearest house)

Weather ________________________ Pavement ______________________

Accident involved ____

(Pedestrian, train, cycle, automobile, other object)

School bus owner ____________________ Address ____________________

Bus number ______ Make __________ Year ________ Capacity ________

Damage to bus ____

____

Other vehicles ____________________ Damage _______________________

(Passenger car, truck, etc.)

____

INJURIES

Number of passengers in bus ________ Number of passengers injured ______

Nature of injuries ____

____

Number of others injured __________ Nature of injuries _____________

____

Where and by whom treated ____

Injured pupil or pupils are enrolled in school district No. ____________

Town of __________________________

(Report accidents involving passengers crossing to and from bus on separate sheet.)

---

*Adapted from state of New York (18)

Figure 2. Sample Accident Report Form

STATEMENT OF DRIVER

Briefly describe how accident occurred, giving direction and speed of your vehicle and other (if collision), width of roadway, nature and condition, weather, etc.

Illustrate accident on diagram on next page.

Dated ____________________

Dated ____________________

Driver

County and Supervisory District, Village or City

Superintendent of Schools

School districts served

Figure 2. (continued)

Illustrate accident below using symbols. Indicate North on compass drawing.

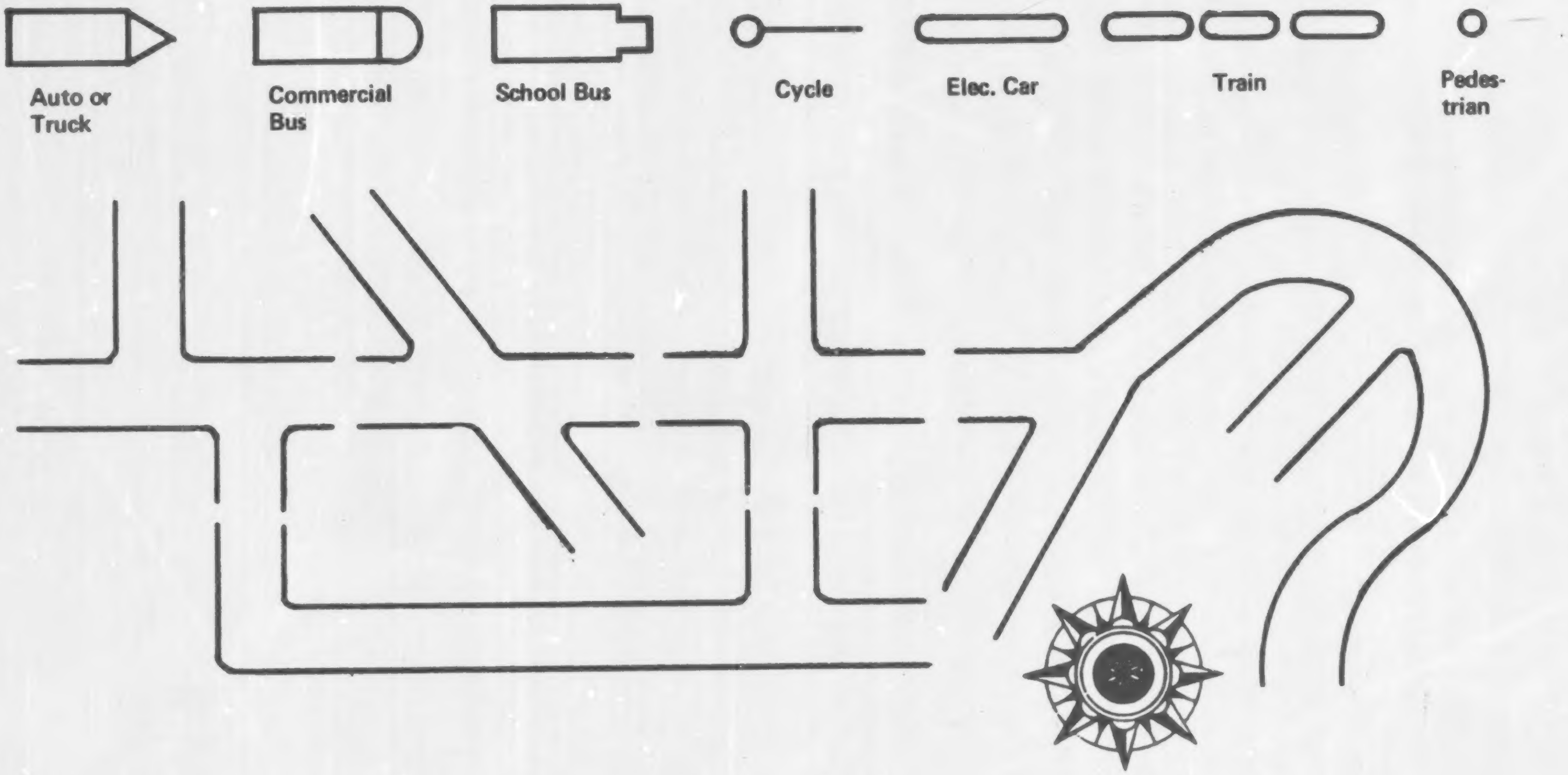
Auto or Truck
Commercial Bus
School Bus
Cycle
Elec. Car
Train
Pedestrian

Figure 2. (continued)

MECHANICAL FAILURE/BREAKDOWN PROCEDURES

INSTRUCTOR GUIDELINES	CONTENT
	Despite good design, engineering and/or the preventive maintenance programs, you may have mechanical failures occasionally. You must know what to do, how to do it, and when it should be done in case of a breakdown while on the road.
Quote local control on this.	Let's begin by studying legal requirements as far as equipment is concerned. NOTES:
	Here is a suggested procedure for mechanical failure.* 1. Stop the bus as far to the right of the road as possible, or on the shoulder of the road. 2. Secure the bus; activate 4-way hazard lights, and place chock under wheel. 3. Keep children in bus unless this is unsafe. 4. If location of the bus is unsafe, remove the children to a safer location (see EVACUATING THE BUS, p. 27.)

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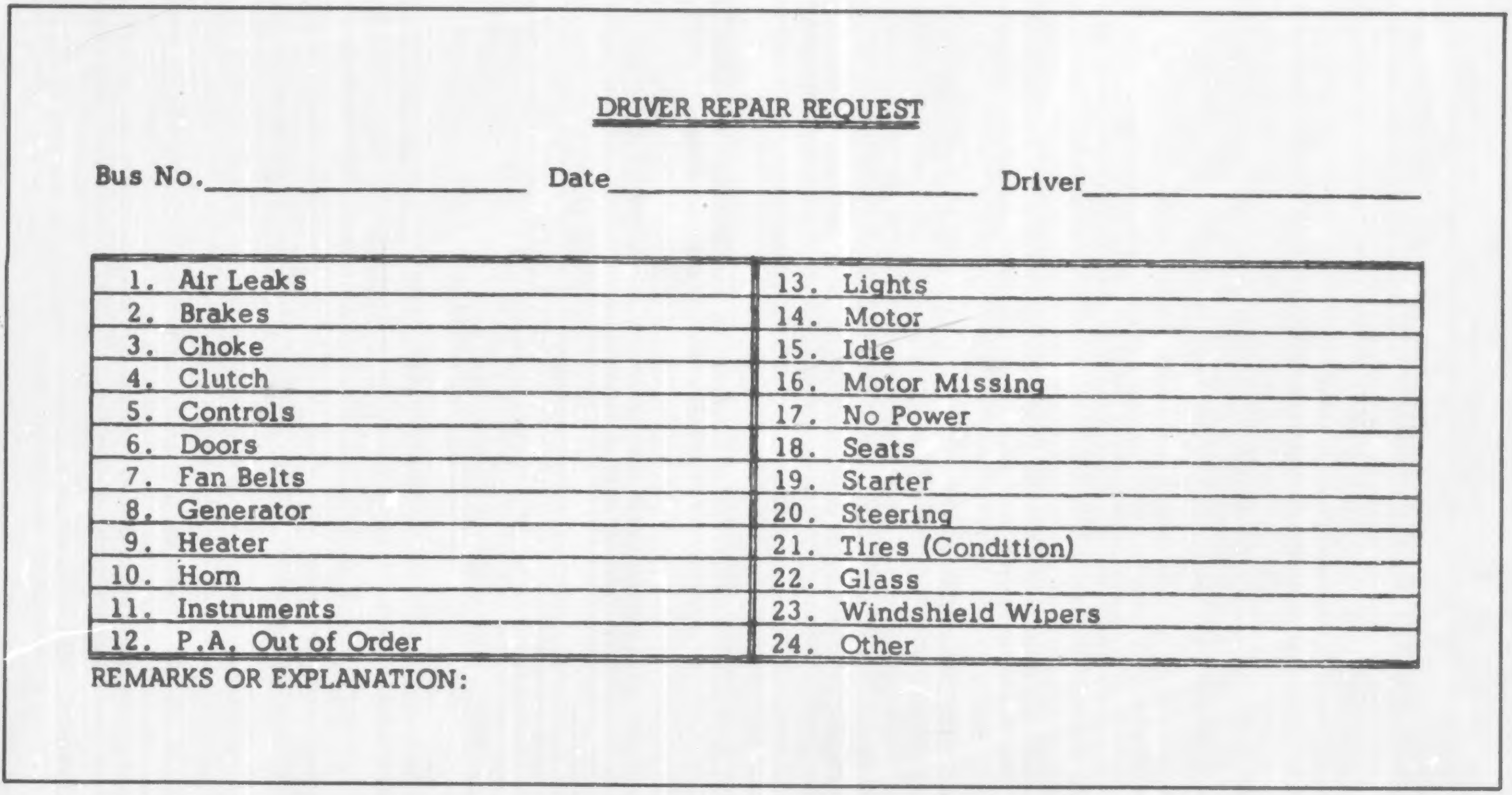
*From NHTSA Task Description (14)

INSTRUCTOR GUIDELINES	CONTENT
Provide your state's law on where to place warning devices. Use diagram to illustrate.	5. Place flags, flares, fusees, etc., in accordance with state law.
Driver should have a thorough knowledge of the route, best pull-off positions, location of public telephones, who to call, etc.	6. Telephone, radio, or send bus patrol (or capable student) to call the proper school authorities, giving location of the bus and description of breakdown.
Explain your school's policy on sending a student for help, flagging down passing motorists.	7. See that all pupils are delivered to their destination.
	8. Complete maintenance repair reports.
Provide local policy and procedure exceptions.	LOCAL EXCEPTIONS:
Discuss kinds of failures driver should attempt to repair, if applicable in your district.	
Distribute filled in sample maintenance repair report form. See Figure 3, or use your own.	



DRIVER REPAIR REQUEST

Bus No.__________ Date__________ Driver__________

1. Air Leaks	13. Lights
2. Brakes	14. Motor
3. Choke	15. Idle
4. Clutch	16. Motor Missing
5. Controls	17. No Power
6. Doors	18. Seats
7. Fan Belts	19. Starter
8. Generator	20. Steering
9. Heater	21. Tires (Condition)
10. Horn	22. Glass
11. Instruments	23. Windshield Wipers
12. P.A. Out of Order	24. Other

REMARKS OR EXPLANATION:

NOTE: It's a good idea to have emergency phone numbers, special directions, etc., on the back of this form. You should carry a supply of these forms in the driver's compartment.

Figure 3. Sample Maintenance Repair Report Form

EVACUATING THE BUS

INSTRUCTOR GUIDELINES	CONTENT
	Usually, students remain on the bus during an emergency. But, three situations require that you evacuate the bus:* · FIRE OR DANGER OF FIRE · UNSAFE POSITION
Cite local incidents where evacuation was necessary.	1. Fire or danger of fire. A bus should be stopped and evacuated immediately if the engine or any portion of the bus is on fire. Passengers should move a distance of 100 feet or more from the bus and remain until the driver of the bus has determined that no danger remains. Being near an existing fire and unable to move the bus away, or near the presence of gasoline or other combustible material should be considered as "danger of fire," and students should be evacuated.
	2. Unsafe position. In the event that a bus is stopped due to accident, mechanical failure, road conditions, or human failure, the driver must determine immediately whether it is safer for passengers to remain in the bus or to evacuate. You must evacuate if: a. The final stopping point is in the path of any train or adjacent to any railroad tracks.

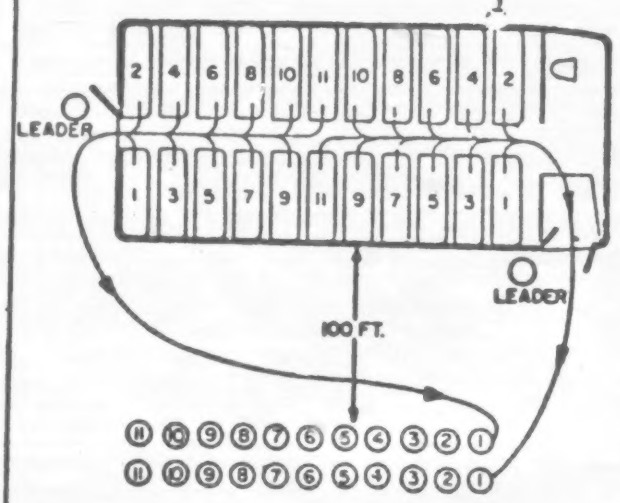
---

[*] From Standards for School Bus Operation (9)

INSTRUCTOR GUIDELINES	CONTENT
	b. The stopping position of the bus may change and increase the danger. If, for example, a bus should come to rest near a body of water or precipice where it could still move and go into the water or over a cliff, it should be evacuated. The driver should be certain that the evacuation is carried out in a manner which affords maximum safety for the children.
	c. The stopping of the bus is such that there is danger of collision. In normal traffic conditions, the bus should be visible for a distance of 300 feet or more. A position over a hill or around a curve where such visibility does not exist should be considered reason for evacuation.
Discuss which evacuation way(s) the bus itself and local policy permits for your district.	In an emergency it is possible for children to jam the emergency door by all trying to get out of the door at the same time. To help avoid this situation, you should organize and conduct emergency exit drills for all students who ride school buses.
Provide diagram(s) of your own bus(es) on overhead transparencies. Indicate emergency and regular exits. Show the flow of passengers as they follow each of the 4 evacuation methods. Omit #4 if your buses don't have side doors.	There are several ways to evacuate: 1. Everyone exits through the rear emergency door. 2. Everyone exits through the front entrance door. 3. Front half exits through the front door and rear half exits through the rear door (see Figure 4).

66 PASSENGER BUS *

(3 persons to a seat)


1
2
4
6
8
10
11
10
8
6
4
2
LEADER
1
3
5
7
9
11
9
7
5
3
1
LEADER
100 FT.
11
10
9
8
7
6
5
4
3
2
1
11
10
9
8
7
6
5
4
3
2
1

66 passenger bus - 11 rows of seats on each side
60 passenger bus - 10 rows of seats on each side
54 passenger bus - 9 rows of seats on each side
48 passenger bus - 8 rows of seats on each side

Figure 4. Front and Rear Door Evacuation Drill

---

*From Standards for School Bus Operation (9)

INSTRUCTOR GUIDELINES	CONTENT
The use of kick-out windshields and pop-out windows (if available) should be practiced in case all doors are blocked. Drivers should know how to work them. The procedure should at least be demonstrated to students during Evacuation Drill.	4. Exit through side door alone or in combination with 1-3 above.*

---

*If applicable to your type of bus.

INSTRUCTOR GUIDELINES	CONTENT
	Explain to all students who ride the bus the procedure to be followed if it is necessary to evacuate a bus. The following is one recommended procedure that may be adapted to a local situation.*
	Suggested Front Door Evacuation Drill Conducted on School Grounds
	In the interest of safety, all drivers should conduct an emergency evacuation drill through the front door when they unload at the schools at least once a month with each busload of elementary-age children. This approach does not take any more time than the regular unloading procedures. Follow these steps:
	1. Stop the bus, set parking brake, and turn off engine (remove key).
	2. Stand, open the door, face the children, and get their attention.
	3. Give the command: "Emergency drill, remain seated, front evacuation."
	4. Advise bus captain or designated student to guide passengers to assigned place of safety.
	a. A helper or a bus captain can be appointed each month to assist the driver in leading the students to a designated location on the grounds.
Explain use of bus patrol here, if applicable.	b. A second helper can be appointed to stand outside the front door to count and assist passengers as they leave the bus.

---

*Adapted from state of California (2)

INSTRUCTOR GUIDELINES	CONTENT
	5. Standing between the first occupied seats, you will then turn and face the front of the bus.
	a. Starting with the right-hand seat, tap the shoulder of the student nearest the aisle to indicate that those occupants shall move out. Say, "Walk--Don't Run--Use Hand Rails."
	b. Hold your hand before the occupants of the left-hand seat in a restraining gesture.
	6. When the pupils in the right-hand seat have moved forward far enough to clear the aisle, dismiss the occupants of the left-hand seats.
	7. Continue evacuation procedure as described, right and left seats alternately, until the bus is empty.
	8. When the last seat is empty, walk to the front of the bus checking to see that everyone is out.
	9. After you leave the bus, go to students and advise them of improvements to be made or tell them of the job well done, then immediately dismiss them for class. If there are students who are to continue on to another school, reload them and continue run.

INSTRUCTOR GUIDELINES	CONTENT
	LOCAL ADAPTATION: Rear Emergency Door Evacuation or Side-Door Evacuation Rear emergency door evacuation or side-door evacuation works in reverse of the one just explained. Explain how the doors work and instruct students not to open them until you give the command to do so.

IMPORTANT FACTORS IN EVACUATION DRILLS

INSTRUCTOR GUIDELINES	CONTENT
Discuss which things would be different from an evacuation drill in an actual emergency. What would driver/children have to do differently if bus were tipped on its side, for example? How will evacuation be different if children panic and refuse to move? What should be done with injured students? Encourage discussion and provide answers which conform to acceptable procedures.	• Safety of children is of the utmost importance and must be considered first. • All drills should be supervised by the principal or by persons assigned by him to act in a supervisory capacity. • You are responsible for the safety of the pupils; however, in an emergency the driver might be incapacitated so that he would not be able to direct the pupil emergency evacuation. School patrol members, appointed pupils, or adult monitors should assist in these drills. It is important to have regular student leaders available who know how to: a. Turn off ignition switch. b. Set emergency brake. c. Summon help when and where needed. d. Use fire axe or kick-out windows. e. Set flags and flares. f. Open and close doors, account for all pupils passing his station. g. Help small children off bus. h. Perform other assignments. • Written consent from parent should be obtained before assigning a pupil as a leader. • "Emergency drills" for school buses should be organized in a manner similar to fire drills held regularly in schools. School bus drills should be held more often during fall and spring months, preferably when bus arrives at the school building with the pupils.

INSTRUCTOR GUIDELINES	CONTENT
	• Drills should be held on school property and not on bus route.
	• Types of bus drills held should be varied.
	• Drivers should stay in bus during evacuation drills. Be sure that the emergency brake is set, ignition off, keys removed, and transmission in gear.
	• Do not permit children to take lunch boxes, books, etc., with them when they leave the bus--getting the child off safely in the shortest time possible and in an orderly fashion is the objective of a school bus evacuation drill.
Emphasize at least 100 feet, which would be a minimum safe distance in the event of a real emergency.	• The pupils should go to a distance of at least 100 feet from the bus in an "emergency drill" and remain there in a group until given further directions by the leader.
	• All children should be given an opportunity to participate, including those children who only ride a bus on special trips.
	• Each pupil should be instructed in the proper safety precautions while riding the bus and in drill procedure.
	• Instruct students in how and where to get help. Instructions and telephone numbers should be posted or otherwise carried in the school buses.

USING EMERGENCY EQUIPMENT*

INSTRUCTOR GUIDELINES	CONTENT
Add or delete any equipment not in use in your district. Have samples ready to pass around the class.	When an emergency or accident happens, it's too late to learn how and where to use the emergency equipment. You should know the location and operation of: · FUSEES · FLAGS/REFLECTORS · HAZARD FLASHERS · WRECKING BAR/FIRE AXE · FIRST AID KIT · FIRE EXTINGUISHER
	1. Fusees--as warning devices a. Thirty-minute fusees encased in a metal container. b. Located in driver's compartment.
Demonstrate how to light fusee. All trainees should have an opportunity to practice lighting a fusee and placing it in roadway. Caution them to keep ignited end pointed away from their own and other's bodies.	c. How to light fusees: (1) Grasp fusee in right hand. (2) Twist and lift off cap with left hand. (3) Strike fusee across cap. (4) Point ignited end away from body.
Explain situations where placement may vary. Caution: Explain that fusees if available, should not be used in an accident where gasoline is spilled or a gasoline line has ruptured.	d. Where to place fusees: (1) Place one fusee at the side of bus on roadway side--safe distance from bus and oncoming traffic. (2) Place second fusee approximately forty paces or 120 feet to rear of bus.

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*From state of Ohio (15)

INSTRUCTOR GUIDELINES	CONTENT
	(a) Placement distance should be greater if bus is on a hill or curve. (b) Not to exceed three-hundred feet. (3) Place third fusee forty paces or one-hundred feet to front of bus, again using greater distances if conditions warrant. 2. Red flag and red reflectors as warning devices: a. Three red flags and three red reflectors are located in the driver's compartment. b. The flags are for daytime use. c. The reflectors may be used both day and night.
Explain with diagrams on chalkboard or overhead transparency.	d. Follow same directions for placement as explained above for fusees.
Explain when use of four-way hazard is appropriate. Emphasize that hazard flashers are not the bus red flashing warning lights which indicates loading/unloading activity.	3. Use four-way hazard flashers with good judgment.
	4. Wrecking bar. a. Some buses presently in use are equipped with a twenty-four inch wrecking bar (some buses may carry a small fire axe). b. The wrecking bar/fire axe is usually located close to the driver's compartment. (1) Under front passenger seat (2) On the firewall (3) By driver's seat c. Use the wrecking bar/axe to pry open doors, windows, etc., in the event of an accident where damage to vehicle prevents easy exit by normal means.

INSTRUCTOR GUIDELINES	CONTENT
	5. First aid kit a. The first aid kit should be located in the driver's compartment, be dustproof, well-labeled, and conform to federal standards. [Standards require a 16-unit kit for buses carrying up to forty-two passengers and a 24-unit kit for larger buses.] b. For use of first aid kit, see Advanced Unit B on First Aid. __Replace__ any item used from emergency equipment supplies as soon as possible. 6. Fire extinguishers* a. Fire extinguishers are located in the driver's compartment. b. Classes of fires; different types of extinguishers. Portable fire extinguishers work by either cooling the burning substance or cutting off the supply of oxygen to the burning substance. Which type you use depends on what class of fire occurs. Most buses are equipped with a dry chemical, stored pressure type of extinguisher.
Refer to Figure 5. ⇩	__Classification of Fires__ Accepted standard practices separate fires into three general classes. Study the chart in Figure 5.

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*Adapted from state of California (2)

CLASS A	CLASS B	CLASS C
Fires of ordinary combustible material where the "quenching" and "cooling" effects of quantities of water, or of solutions containing large quantities of water, is of first importtance. EXAMPLES: Fires in wood, textile fabrics, rubbish, etc.	Fires in flammable liquids, petroleum products, etc., where the blanketing or "smothering" effect of the extinguishing agent is of first importance. EXAMPLES: Fires in gasoline, oils, and greases in tanks or containers, open vats, or running freely on floors or ground.	Fires involving electrical equipment where the use of a "non-conductor" extinguishing agent is of first importance. EXAMPLES: Fires involving electrical switchboards, motors, or wiring.

Figure 5. Classes of Fire

INSTRUCTOR GUIDELINES	CONTENT
	Most buses are equipped with extinguishers large enough to have an 8-B-C rating; 8-B-C means to be large enough to extinguish a fire of B or C class covering 8 square feet of surface.
	The two basic fire extinguishers commonly used are the CO_2 and dry powder type.
You are explaining the CO_2 fire extinguisher here. If you do not have this type, skip this part. Indicate the seal and show how to examine extinguisher for seal damage.	CO_2 Extinguishers. CO_2 stands for carbon dioxide and these extinguishers are effective on small surface fires of Class A, on moderate fires of Class B, and on electrical fires of Class C since the gas is a nonconductor.
	They are particularly effective on flammable liquid fires--alcohol, carbon bisulphide, and similar liquids--which will not support foam. However, they are not effective on deep-seated fires of ordinary combustible materials due to the lack of moisture. The gas or "snow" these extinguishers put out is non-injurious to material. But note that, due to the extreme cold temperature it reaches upon discharge, it will, if held too closely to the skin, cause a burn or frostbite effect. The duration of continuous discharge ranges from one-half to one minute, depending upon size of extinguisher.
	This type of extinguisher has a maximum range of 8 feet, but best results are obtained by playing the discharge as close to the fire as possible. The discharge should be applied first to the bottom edge of the fire and gradually progressing forward or upward moving the discharge cone very slowly from side to side.

INSTRUCTOR GUIDELINES	CONTENT
Set up a simulated fire condition by building a shallow dirt wall around a small outside area. Pour in kerosene and ignite.	The discharge should continue to be directed on the burned substance or surface to deposit carbon dioxide snow even after the fire has been extinguished. This will prevent possible reflash or backflash by cooling the hot surface and any glowing material or hot spots present.
Have a CO_2 fire extinguisher in class to demonstrate these 10 steps.	To operate: 1. Remove from bracket. 2. If possible, stand upwind from burning material to prevent standing in the smoke and heat. This also will give you better advantage using the wind, if any, to carry the discharge material over the burning area.
Emphasize "upright."	3. Hold extinguisher in upright position. Due to construction of cylinder, extinguisher should not be laid on side to operate.
"Many people, in the excitement of a fire, forget to remove the pin. Many handles have been bent by trying to squeeze handle without removing pin."	4. Remove hose or point horn toward the fire. 5. Remove safety lock pin by breaking the seal. 6. Squeeze to operate discharge valve. 7. Direct cone nozzle as desired. Care must be taken to prevent reflash. Care also must be taken not to walk into unburned material that could catch fire in a backflash and cause injury to you. 8. Close nozzle as soon as conditions permit. 9. Continue to open and close valve as desired.

INSTRUCTOR GUIDELINES	CONTENT
	10. Replace safety lock pin. Any fire extinguisher, regardless of how long or how much discharge was used out of it, should be recharged or replaced with a substitute after use.
Show sample of a dry-powder extinguisher with a CO_2 cartridge if you use this type. If not, skip this part. CAUTION: Do not inhale the powder.	Dry-powder Extinguisher (CO_2 Pressurized). The dry-powder type of extinguisher consists of a charge of specially prepared dry powdered sodium bicarbonate with a cartridge of inert gas, such as carbon dioxide, to provide the expelling force. Discharge is in the form of a cloud of powder together with gas.
	The range of the cloud may extend up to 25 feet horizontally depending on size of extinguisher and type of nozzle. In contact with fire, the powder gives off additional carbon dioxide gas with its smothering effect. Discharge should be directed at the base of the flames. On flammable liquid fires, best results are obtained when the discharge is directed in a sweeping motion as with carbon dioxide extinguisher.
	Dry chemical extinguishers are effective on small fires of Class B, on electrical fires of Class C, and may be effective on small surface fires of Class A. Again, it is best to be upwind whenever possible so as to get greater coverage and protection for the operator.
Demonstrate	To operate: 1. Remove from bracket. 2. Approach fire upwind. 3. Hold extinguisher in upright position. Due to construction of cylinder, extinguisher should not be laid on side to operate.

INSTRUCTOR GUIDELINES	CONTENT
	4. Remove safety lock pin by breaking seal. 5. Push lever down to break seal in cartridge. 6. Squeeze nozzle handle. Direct flow of chemical to base of fire. 7. Use at will and release and resqueeze nozzle as needed. 8. Replace safety pin. 9. Replace or recharge immediately after use.
Show sample of this type and explain what to check for and how to operate.	Dry Chemical Extinguisher (Air Pressurized). There is another type of dry chemical extinguisher which is commonly used. Again, they are filled with dry powder, finer than face powder in some cases. A gauge is mounted at the top of the extinguisher indicating the air pressure. The gauges are usually divided into two areas of green and red indicating low and high pressure. If the needle on the indicator stays in the green area, it is properly charged.
Demonstrate using a dry chemical, air pressurized extinguisher.	To operate: 1. Remove from bracket 2. Hold in upright position. Due to construction of cylinder, extinguisher should not be laid on side to operate. 3. Pull safety pin by breaking seal. 4. If possible, stand upwind from burning material to prevent standing in smoke and heat. 5. Squeeze handle to discharge the powder.

INSTRUCTOR GUIDELINES	CONTENT
	6. Do not walk into unburned material that could catch fire in a backflash and cause injury to you.
	7. Turn on and off as desired to control the fire.
	8. The fire extinguisher, regardless of the extent of use, should be recharged or replaced with a substitute immediately after use.
	HOW TO GET FIRE EXTINGUISHERS SERVICED
Explain any local policies on usage and maintenance of this equipment.	Fire extinguishers are required to be serviced each year preferably before school starts in September. The servicing must be done by a properly licensed person.
	WHAT TO DO AFTER THE FIRE IS OUT
	Who to call--
	How to report damage--

LOCAL POLICIES

INSTRUCTOR GUIDELINES	CONTENT
	You are in full charge of the bus at all times. Knowing proper emergency procedures, emergency evacuation procedures, and accident scene procedures is a must! These areas of responsibility deal directly with the safety and care of your passengers in the event of an accident, as well as other emergency situations which may arise.
Give example: WHAT: Bus evacuation HOW: Exact procedure for evacuating passengers WHEN: In case of fire, other immediate danger to passengers	As the school bus driver, you must know: A. What to do B. How to do C. When to do*
	Here are your school district's policies on what the driver is to do about eight issues which may arise in an accident/emergency situation.
Summarize and present your school district's policy on each of these eight issues. Emphasize what the driver is supposed to do. Use action verbs. For example, "send responsible student to nearest telephone." Also discuss rationale for each policy, acceptable deviations, and areas where driver judgment is involved. List the bus driver's actions in steps, where appropriate.	ISSUE 1. Accidental death/injury of bus passenger.
	ISSUE 2. Death by natural causes while riding the school bus.

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*From state of Ohio (15)

INSTRUCTOR GUIDELINES	CONTENT
	ISSUE 3. Property damage to/by school bus.
	ISSUE 4. Arrangements for tow/repair of school bus.
Stress that driver must follow local policies to the letter and that he is responsible for passengers and must protect them at all times. One of the big dangers when involved in an accident is to allow passengers to get out of the bus and mill around on the roadway. If driver has to evacuate the bus because of fire danger or other reasons, be sure that the students are moved to a safe location off the roadway and kept under control until he or she is given further instruction from an officer or school official.	ISSUE 5. Arrangements for transportation of passengers from scene of bus accident or breakdown.

INSTRUCTOR GUIDELINES	CONTENT
	ISSUE 6. Reporting procedures for disciplinary action, accidents/breakdowns.
	ISSUE 7. Interactions with pupils and their parents for purposes of discipline.
	ISSUE 8. Procedures for reporting to police regarding accidents, drug use, etc.
Administer Core Unit C Review Questions. Situational details should be filled in to make test as realistic as possible. Responses can be verbal, except where demonstration is indicated. Each trainee must satisfy the instructor as to whether his answers conform to appropriate procedures.	

CORE UNIT C
REVIEW QUESTIONS--PART 1

1. When you are involved in an accident, under what circumstances must you submit an accident report to state enforcement officers?

2. What emergency devices are carried on your bus?

3. When and where should school bus emergency evacuation drills be conducted?

4. When you operate a fire extinguisher, where should you direct the discharge? What type of motion should you use in directing the discharge? In what position should you hold the extinguisher?

5. What is the major cause of school bus accidents?

6. What is the most dangerous part of the bus trip in terms of potential student injuries?

7. How does driving at night increase the potential for accidents?

8. What is the most common mechanical failure on school buses?

9. As a school bus driver, the law says you have a duty to conform to a standard of ____________________ which will protect your passengers from harm.

10. If you fail to conform to the standard of conduct, and your conduct is connected to someone's injury, you could be liable for ______________.

11. The bus driver's standard of conduct is the same as the care used by "a reasonably careful person," except when he is transporting very young children. Then he may be expected to act with a (higher or lower?) ________________ degree of care.

12. Name two emergency conditions when you must evacuate the bus.

    a.

    b.

13. Why should you not discuss an accident with anyone except school officials and law enforcement officers?

14. How should you arrange for the transportation of your passengers from the scene of a bus accident or breakdown?

15. A gasoline fire is a Type ___ fire.

A fire in the seat upholstery is a Type ___ fire.

An electrical fire is a Type ___ fire.

CORE UNIT C
REVIEW QUESTIONS--PART 2

1. Here is an emergency situation: Your bus has been hit by a motorist approaching from the left; the front end of the bus is pushed into a telephone pole. The engine is smoking. No other motorists are visible. Your bus is half full of passengers. None appear to be injured, although some are crying. The motorist who struck you claims he had the right-of-way. You think he ran a red light. What would you do?

   a. Indicate the placement/use of warning devices to protect the scene.

   b. Describe evacuation procedure, if you decide to evacuate students.

   c. Describe accident procedure, including gathering information from motorist.

2. You have a flat tire on the morning route to school. Describe what you would do.

3. Your instructor will "set" a Type B fire. Use the correct extinguisher to put out the fire.

CORE UNIT D

BUS MAINTENANCE AND INSPECTION

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OBJECTIVES

By the end of this unit, the students should be able to:

1. Identify interior and exterior maintenance tasks.
2. Perform a pretrip inspection of a bus.

OVERVIEW

INSTRUCTOR GUIDELINES

The number and extent of various maintenance tasks will vary, depending on the district's (or bus contractor's) particular arrangement. Adjust this unit to suit the degree of responsibility required of your drivers.

Keep in mind that Federal Standards require that a pretrip inspection of the bus be made each time it is driven.

More details of bus mechanics and preventive maintenance are covered in Advanced Unit H.

CONTENT

Regardless of the engineering skill or workmanship incorporated in a school bus, it cannot continue to deliver maximum safety, economy, and dependability unless it is properly maintained. Although the repair of school buses is wisely left to a skilled mechanic, you can do much to aid the mechanic in locating any trouble and often prolong the life of the vehicle by doing routine maintenance tasks and by daily inspections.

Reasons for maintaining a school bus in a clean, sanitary condition include:

1. To safeguard the health of the pupils.
2. To reduce the possibilities of accidents among the pupils that might be caused by falling, tripping over objects, or slipping on the floor.
3. A clean bus induces a better attitude among the students. If the driver takes pride in keeping his vehicle clean, the children will respond in the same manner.
4. The school bus is about the only visual contact many people have with the school system. If they see a clean, well maintained school bus, it will give them a favorable impression of the school as a whole. A dirty, poorly maintained bus will have just the opposite effect.
5. To prolong the life of the bus.

GENERAL MAINTENANCE TASKS*

INSTRUCTOR GUIDELINES	CONTENT
If maintenance tasks in your area are performed by someone other than the bus driver, delete, add, or make substitutions, where appropriate. Explain how to check for each. Take trainees out to an actual bus, one with several defects. Point out results of vandalism, if any. Demonstrate any of the unfamiliar maintenance tasks. Answer any questions trainees may have about maintenance tasks.	DAILY 1. Check inside of the bus for mislaid books and clothing; store them to be returned to their owners on the next trip. 2. Sweep the floor of the bus, being especially aware to sweep water on floor out of bus in the wintertime to prevent its freezing. 3. Sweep steps of bus. 4. Check seats of bus for damage to them. 5. Check sides of bus and backs of the seats for pencil/pen marks; clean these. 6. Readjust mirrors, driver's seat, and vents. 7. Switch off warning lamps. 8. At the end of the day, check the electrical switch to help prevent a dead battery. 9. Follow authorized procedure for filling gas tank as many times per week as necessary. 10. Follow authorized procedure for having oil filled when indicated.
Follow guidelines for DAILY maintenance tasks.	WEEKLY 1. Wash the floor using a disinfectant and mop. 2. Scrub all parts of the seats with soap and warm water. 3. Wash windows and sills. 4. Check operation of windows. 5. Remove and clean interior lights.

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*From NHTSA Task Description (14)

INSTRUCTOR GUIDELINES	CONTENT
	6. Wipe off all interior surfaces not otherwise cleaned. 7. Check condition of first aid kit and fire extinguisher. 8. Repair minor damages to interior of bus. 9. Check outside of bus for dents and scratches. 10. Clean all exterior lights and mirrors. 11. Clean license plates. NOTES:

PRETRIP INSPECTION*

INSTRUCTOR GUIDELINES	CONTENT
You may provide a job aid for the driver to help him remember the items he must inspect. The sample checklist for PRETRIP INSPECTION (see Figure 1) is an acceptable format. You may prepare such a job aid (with additions, where appropriate) on a handout to be filled out as the driver inspects each item. If you do provide such an aid as a handout, also show a filled in example and explain it's use. Emphasize the benefit to the driver not having to remember each item to be checked. The recommended procedure can be likened to a pilot performing his preflight check of the aircraft before takeoff. Much of the preflight check is a visual inspection, and the same procedure can be equally effective in a school bus precheck. Refer to Figure 2. After you explain the inspections, have trainees proceed to a real bus to practice checking out the items. Supervise the inspection, pointing out defects where necessary. Have trainees compare and discuss their checklists. Have a model checklist (for the bus they inspect) prepared in advance. Trainees can compare their inspection to the model, making sure they've detected any and all defects.	You must inspect your bus before you put it into operation for a day's work. Such an inspection will help insure the safety of both the pupils and the driver. This practice will also decrease the maintenance costs of the pupil transportation program. Make this daily inspection a matter of routine. The few minutes you invest may pay rich dividends in the savings of lives and property. PRE-STARTING INSPECTION 1. Take a good overall look at the bus. a. Oil, gasoline, or water leaks. b. Vandalism. 2. Open hood--make sure that safety latch, rod, or hinge is in holding position. a. Check oil level. b. This is the most logical time, as all the oil has drained to the crankcase and an accurate reading can be made. c. Keep oil above "add oil" line. d. Be certain the oil level is not overly full as this may indicate a foreign substance in the oil. 3. Remove the radiator cap and check liquid level. It should be above core level. 4. Check fan belt for proper tension, cracks, and frayed edges. a. Most fan belts will operate efficiently if not more than 1/2" give is maintained.

---

*Adapted from state of Ohio (15)

DRIVER'S PRETRIP CHECKLIST*

INSIDE

( ) Parking Brake

Start Engine

( ) Oil Pressure (Gauge)
( ) Ammeter
( ) Air Pressure (Gauge)
or
( ) Vacuum (Gauge)
( ) Low Air Warning

(Air pressure below 40 psi, check on pressure buildup. Air pressure above 60 psi, deplete air until warning device works.)

( ) Windshield Wiper & Washer
( ) Heater-Defroster
( ) Mirrors
( ) Instrument Panel (Tell-Tale Lights or Buzzers)
( ) Horn
( ) Emergency Door (Buzzer)
( ) Apply Rear Wheel Brakes in Emergency (Driver Manual Control for Air Brakes)
( ) Windows
( ) Steering Wheel-Play
( ) Warning Devices, Fire Extinguisher, First Aid Kit, Flares, Flags, Reflectors
( ) Turn on all Lights including 4-way Flasher
( ) Other:

OUTSIDE

Front

( ) Headlights
( ) Clearance Lights
( ) Identification Lights
( ) Turn Signals & 4-way Flashers
( ) Alternately Flashing (Amber and Red) Lights
( ) SCHOOL BUS sign visible

Left Side

( ) Sidemarker Lights
( ) Reflectors
( ) Wheels (Lugs) & Tires
( ) Emergency Door (if so equipped)

Rear

( ) Taillights
( ) Stoplights
( ) Turn Signal Lights
( ) Clearance Lights
( ) Identification Lights
( ) Reflectors
( ) Alternately Flashing Red Lights
( ) Emergency Door or Window
( ) SCHOOL BUS sign visible

Right Side

( ) Sidemarker Lights
( ) Reflectors
( ) Entrance Door
( ) Wheels (Lugs) & Tires

INSIDE

Stop Engine

( ) Apply Service Brakes and Hold--Air loss should not exceed 3 psi per minute

Instructions: Place a checkmark (✓) before each item if satisfactory. If an item is not satisfactory, leave it blank until corrected. Write beside "Other" any other item that should be called to the attention of the service manager.

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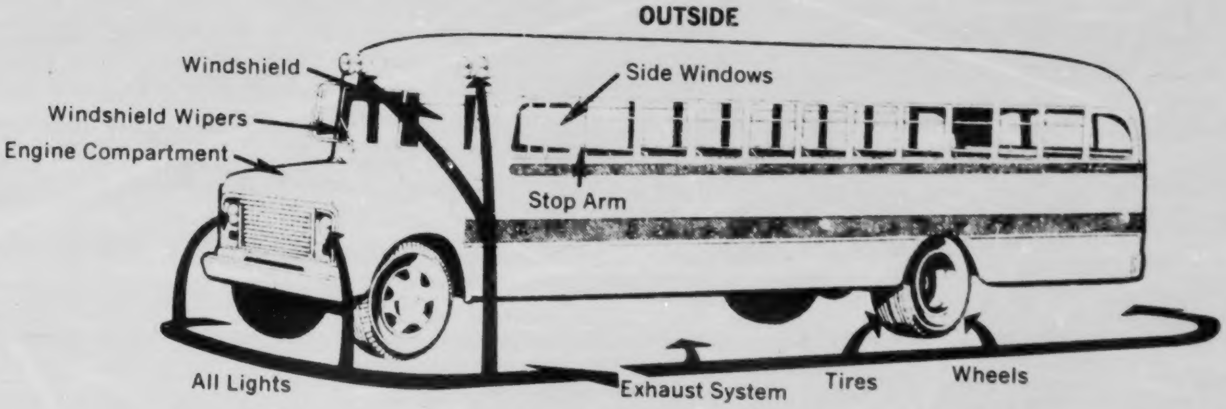
*Adapted from state of Arizona (1)

Figure 1. Suggested Job Aid for Pretrip Inspection

School Bus Drivers Five-Minute Daily Walk-Around


OUTSIDE
Windshield
Side Windows
Windshield Wipers
Engine Compartment
Stop Arm
All Lights
Exhaust System
Tires
Wheels

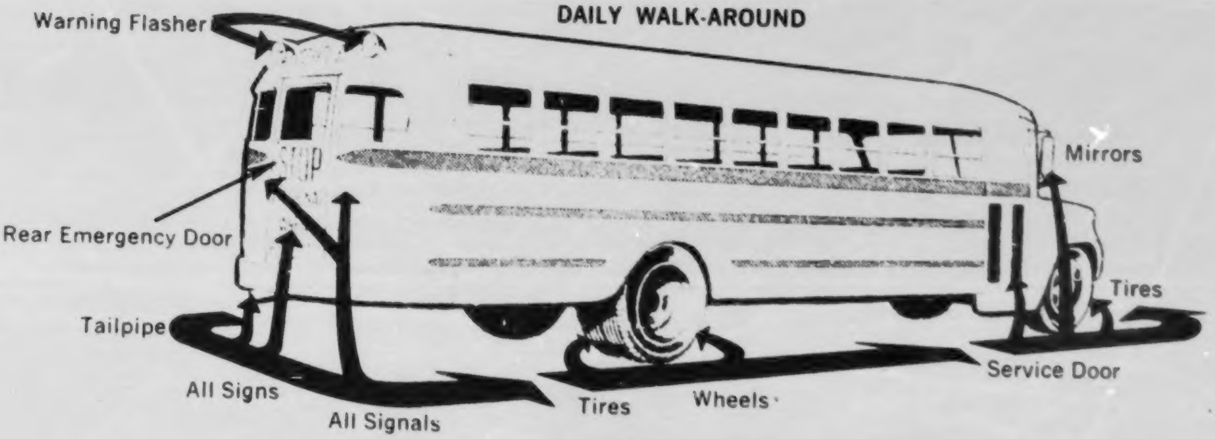

DAILY WALK-AROUND
Warning Flasher
Mirrors
Rear Emergency Door
Tires
Tailpipe
Service Door
All Signs
All Signals
Tires
Wheels

Figure 2. Pretrip Inspection

INSTRUCTOR GUIDELINES	CONTENT
Present guidelines about what to do if bus "fails" the inspection. When and how should driver request another bus? Discuss what to do (DON'T DRIVE) in the case where the listed items are not satisfactory (e.g., radiator not full, loose wire). Specify when mechanic's help is required and when driver can make adjustment to remedy situation.	b. A run-down battery in most cases is traced to a loose fan belt and/or a driver's failure to observe his instrument panel occasionally. 5. Look over engine for any loose wires, tools left in engine compartment, and any excess oil. 6. Close the hood. 7. Wipe windshield, turn signals, and warning lights clean. *NOTE: Windshield must be clean before turning on wipers.* 8. Set parking brake. Start the engine, using proper engine starting procedures. In allowing the engine to warm up, accelerator should be set for a fast idle. Do not race the engine, as stiff oil will not lubricate fast enough; this can cause bearing damage. FIRST OUTSIDE-INSIDE INSPECTION 1. Turn on left directional light, marker lights, and headlights (high beam). 2. From inside of bus, check operating condition of dash-mounted turn indicator signal, high beam indicator, and instrument panel light. 3. From outside of bus, check left directional signal, marker lights, and headlights. Check for intensity of light, condition of lens, and dark spots on sealed beam unit.

INSTRUCTOR GUIDELINES	CONTENT
	SECOND OUTSIDE-INSIDE INSPECTION 1. Turn on right directional lights, warning lights, headlights (low beam), and passenger compartment lights. 2. From inside of bus, check operating conditions of switches and dash-mounted indicators. 3. From outside of bus, check right directional signal, flasher lights, taillights, and headlights (low beam). Check for intensity of light, condition of lens, and dark spots on sealed beam units. 4. Wipe taillights, stoplights, and headlights clean. 5. Tires--check for inflation (use hammer or bar) and general condition. 6. Wheel bolts--check visually for tightness, and rust dust around edge of bolt or nut. This is a good indication of a loose wheel bolt. 7. Emergency door--check the opening and closing and see that the emergency buzzer is operating. 8. Windows and mirrors--check for cleanliness, cracks, or breaks. Good visibility should always be maintained by clean windows and mirrors. 9. View underneath of bus. a. Oil or grease leaks. b. Exhaust system. c. Springs and hangers. d. Body clamps.

INSTRUCTOR GUIDELINES	CONTENT
	10. Body--check general condition noting any scratches or dents as well as the legibility of bus markings. Many times these markings are coated with so much road dust that they cannot be read nor can it even be distinguished that the vehicle is a yellow school bus. INTERIOR EQUIPMENT INSPECTION 1. Emergency equipment. a. Held securely in place. b. Contents of first aid kit. c. Contents of fire extinguisher--Note the position of the pressure gauge indicator. The needle should always be in full charge area. d. Flags, fusees, and/or reflectors. e. Wrecking bar/fire axe. 2. Check the horn loudness and operating condition of horn button. 3. Windshield and wipers. a. Cleanliness of windshield inside. b. Condition of wiper blades and their operation. c. Wiper motor operation. 4. Dashboard gauges. a. Check operating condition and visibility of all gauges.

INSTRUCTOR GUIDELINES	CONTENT
	b. Attention should be given to these gauges for their proper function at all times when engine is in operation.
	5. Check four-way warning hazard switch (when applicable).
	6. Brakes--check:
	a. The holding power of the parking brake.
	b. The holding power of the parking and/or emergency air brake (when applicable).
	c. For full pedal on foot brake and the position the pedal holds under continued pressure (hydro-vac or hydraulic systems).
	d. Air brakes--Depress foot pedal and listen for air leaks.
	e. Brake lights working. This can be checked by having the rear of the bus near a building or by noting the movement of the ammeter hand.
	f. Brake operation before leaving parking lot.
	7. Drain water from air storage tank daily.
	a. Manual--Use the petcock on the wet-tank drain once daily, preferably at the end of the trip.
	b. Moisture ejectors will operate:
	(1) Automatically.
	(2) Manually--with button on the dash.
Add local policy to make inspection procedures acceptable to your district.	c. Local policy:

INSTRUCTOR GUIDELINES	CONTENT
	8. Condition of seats and floor. 9. Writing on seats and inner skin of body. 10. Emergency door operation from inside and wipe rear warning lights. 11. Clutch. a. Chattering or grabbing clutch. b. The amount of free pedal. c. A clutch that does not release properly. d. A slipping clutch. 12. Check body instrument panel. 13. Steering--When leaving the parking area, check for stiffness and free or loose movement.
Explain local procedure for maintenance requests. Refer to Figure 3 for a sample School Bus Driver's Maintenance Request Form. Substitute your own form, if more appropriate. Provide an example of a filled in form.	NOTES:
Administer Unit D Review Questions. Provide feedback. For any trainees who do not meet criterion, have them review unit and answer questions again.	

SCHOOL BUS DRIVER'S MAINTENANCE REQUEST*

Bus No. ________ Date ______________

Driver's Name ________________________________ Mileage____________

Item	Repair	Adjust	Comments

Mechanic's Comments:____________________________________

____

Approved:______________________________
(Supervisor's Signature)

____
Date

*From state of Ohio (15)

Figure 3. Sample Report Form

CORE UNIT D
REVIEW QUESTIONS

1. During the Pretrip Inspection, you should check the inside and _____________ of the bus.

2. Suppose your ammeter was registering a discharge during your pretrip inspection. What should you do?

3. How do you check for proper tire pressure?

4. If it's raining or snowing, what condition on the inside of the bus should you check for?

5-7. In addition to the pretrip inspection, list three daily maintenance tasks you should perform.

5.

6.

7.

8-10. List at least three weekly maintenance tasks you should perform.

8.

9.

10.

CORE UNIT E

DRIVING FUNDAMENTALS

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OBJECTIVES

By the end of this unit, the students should be able to:

1. Identify basic driving maneuvers.
2. Discuss state laws and local policies related to basic driving maneuvers.
3. Demonstrate basic maneuvers behind the wheel of a bus.

OVERVIEW

INSTRUCTOR GUIDELINES	CONTENT
	In past years, accidents involving school buses were caused by the school bus driver in about fifty percent of the cases. In those accidents, drivers did not follow proper procedures of driving fundamentals. You have entrusted to you the lives and safety of a human cargo that cannot be measured in terms of dollars and cents. The purpose of this unit is to teach you the basic skills necessary to operate buses safely and efficiently in transporting this valuable cargo. Not only will you learn the procedures for basic driving skills, but you will practice each skill correctly to become proficient. Through practice, each correct basic procedure will become a habit and will improve your performance as a school bus driver.
Specific similarities and differences between driving a car and driving a school bus are covered in this unit.	CAR VS. SCHOOL BUS DRIVING: SOME SIMILARITIES AND DIFFERENCES
As an introduction, point out the general similarities (e.g., must obey rules of the road). Provide or ask for specific examples from class. Confirm or correct their examples.	
Point out differences (e.g., wider turning radius, greater stopping distance, handling that is changed by size and weight of bus). Provide/ask for examples as above.	

GETTING READY TO DRIVE*

INSTRUCTOR GUIDELINES	CONTENT
	To be a good bus driver, you must position yourself in control; you must be able to reach and operate the controls in comfort and be able to see the areas all around the bus.
	1. Adjust seat so that your feet can operate floor controls easily.
	2. Adjust (or check) all mirrors for optimum rear vision of traffic behind the bus, and for proper vision to both sides and across the front of the bus.
Explain reason for this sequence and add any state or local specifications, e.g., specified viewing distance in mirrors, etc.	3. Fasten and adjust seat belt, if available.
	4. Go through shift pattern with clutch depressed, if bus make is unfamiliar.
	REASONS AND LOCAL SPECIFICATIONS:

---

*Adapted from state of Ohio (15)

STARTING THE ENGINE

INSTRUCTOR GUIDELINES	CONTENT
	The procedure used in starting a bus engine must become a matter of routine. It must incorporate principles of safety and be performed in keeping with good engine preventive maintenance practices.
	1. Set parking brake to keep bus from moving. 2. Depress clutch pedal to disengage engine from transmission. 3. Shift gear lever into neutral position. 4. Turn on ignition key to complete electric circuits. 5. Engage starter switch with clutch depressed and gear shift in neutral.
Explain difference when bus has automatic choke, if applicable.	a. Use hand choke if necessary and available. Over choking will cause carburetor flooding.
	b. Use foot accelerator sparingly. Pumping will cause carburetor flooding. c. Bus engines will vary widely in their carburetor sensitivity; therefore, do not hesitate to ask the supervisor or bus mechanic for special techniques in starting a particular bus.
Add instructions or techniques unique to trainees' particular types of buses.	NOTES ON YOUR PARTICULAR TYPE OF BUS:
	6. Warm up engine at fast idle; do not race the engine.

INSTRUCTOR GUIDELINES	CONTENT
Refer to Figure 1 for diagram of appropriate readings. Explain consequences of unsatisfactory instrument readings. Use actual pictures of instruments if you want closer simulation of actual bus instrument panel. Emphasize that if instruments are not registering within an acceptable range, DON'T DRIVE. Contact the supervisor or mechanic.	7. Check instruments to see that they are registering properly: a. Ammeter registering in plus direction. b. Oil gauge at middle of instrument. c. Temperature gauge at midpoint. d. Gas gauge registering full (or enough to complete run). e. Vacuum gauge light is not on (for hydraulic brakes). f. Air pressure gauge light and/or buzzer are not on (for air brakes).

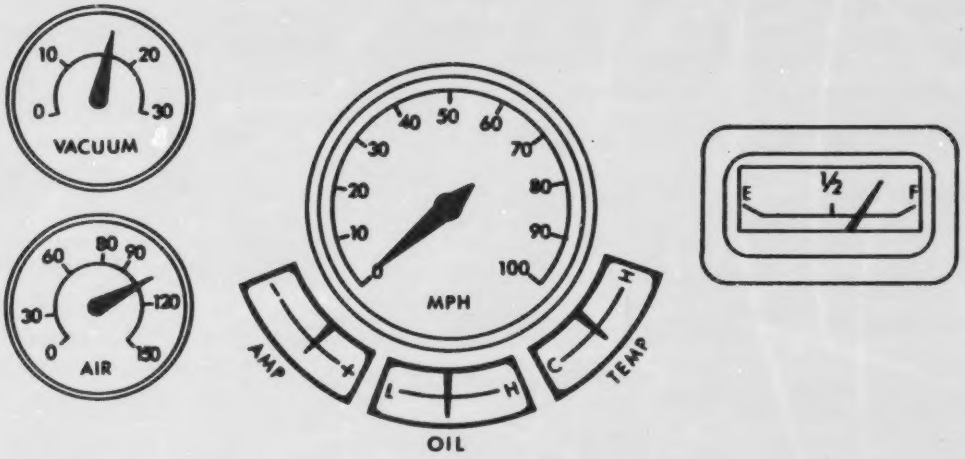

10
20
0
30
VACUUM
60
80
90
30
120
0
150
AIR
40
50
60
30
70
20
80
10
90
0
100
MPH
-
+
AMP
L
H
OIL
C
H
TEMP
E
1/2
F

Figure 1. Ideal Instrument Readings

SHIFTING GEARS AND ACCELERATING

INSTRUCTOR GUIDELINES	CONTENT
Explain that they will learn to shift without taking eyes off road.	Gear shifting is a phase of bus driving which requires skill and practice. You must learn the best range of speed in changing gears upward and downward. You must shift the gears without losing your view of the road. Synchro-mesh transmissions have alleviated most of the gear clashing. Generally, buses are equipped with a four- or five-speed transmission.
	1. Know the gear positions. a. Check chart on lever knob or on dash. b. Ask mechanic. 2. Depress clutch pedal. 3. Shift gear lever into starting gear. a. For average terrain and load, this should be second gear. b. Load and/or terrain may dictate the use of first gear. c. Never start out in a gear higher than second as this places undue load and wear on the engine and clutch. 4. Depress foot brake.
Ask whether any trainees do not know how to drive a "standard shift" car. They will need extra practice in the procedures of shifting gears. Emphasize the simultaneous occurrence of releasing clutch and accelerating until bus is rolling (Step 8).	5. Release parking brake lever. If ratchet type, pull brake lever slightly back to release pressure. 6. Release clutch gradually to friction point and hold. At this point, you will have the clutch just at the point of friction and the foot brake on and ready to release. Release foot brake.
⇩	7. Depress accelerator. Hold point of clutch friction and slightly depress accelerator to increase the power to prevent stalling.

INSTRUCTOR GUIDELINES	CONTENT
	8. Release clutch.
	a. Slowly and gradually release the clutch to the remainder of pedal travel and at the same time slowly and gradually increase the acceleration.
	b. Remove foot from clutch pedal completely.
	c. Pick up engine speed before shifting to higher gear.
	9. Shift to next higher gear.
	a. Depress clutch pedal and release accelerator.
	b. Shift to next higher gear.
	c. Release clutch smoothly but more quickly than in starting gear and depress accelerator smoothly and quickly.
	(1) To prevent loss of vehicle speed.
	(2) Do not race the engine and slip the clutch.
	d. Remove foot from clutch pedal.
Refer to Figure 2. Explain exceptions.	e. Proceed in this gear until proper vehicle speed is reached for shifting to next gear.
	10. Repeat Step 9 procedures until the bus is in cruising gear.
	11. When practical, don't skip a gear in upshifting or downshifting as this causes undue engine and clutch wear.

Approximate M.P.H. to be reached before upshifting or downshifting. M.P.H. may vary slightly depending on make of engine, transmission, gear ratio, and terrain.

Upshifting		Downshifting	
From 1 to 2 Gear	1-5 M.P.H.	From 5 to 4 Gear	30-35 M.P.H.
2 to 3 Gear	5-12 M.P.H.	4 to 3 Gear	25-30 M.P.H.
3 to 4 Gear	12-20 M.P.H.	3 to 2 Gear	5-10 M.P.H.
4 to 5 Gear	25-30 M.P.H.	2 to 1 Gear	Stop

Figure 2. Appropriate Gears for School Bus Speed

INSTRUCTOR GUIDELINES	CONTENT
Give symptoms of lugging and excessive engine RPMs. Discuss extra power needed on steep grades.	12. Shift up or down as may be necessary to prevent engine lugging or excessive engine RPM. 13. In going down a hill, shift into the gear that would be used in going up the hill. NOTES:

DOUBLE CLUTCHING

INSTRUCTOR GUIDELINES	CONTENT
Explain briefly the difference between synchromesh and nonsynchromesh transmissions.	Synchromesh transmissions have almost eliminated the need to double clutch. Shifting the gears on nonsynchromesh transmissions is done faster and smoother by double clutching. This process coordinates the engine speed and transmission speed for nonclashing of gears. Double clutching aligns the gears for easy upshifting and downshifting. The gears should never be forced by improper timing of the shifting process. Reclutching and speeding up the engine will in most cases prevent excessive clashing. Never allow the engine to pull heavily going upgrade, on a turn, or on a curve. And, don't let the engine over-race on a downgrade.
Demonstrate how to double clutch.	1. Double clutching, upshifting. a. Depress clutch pedal and release accelerator. b. Shift gear lever to neutral position. c. Release clutch pedal momentarily to engage clutch. d. Depress clutch pedal and shift to next higher gear. e. Release clutch and accelerate engine at the same time.
Double clutching is often recommended even for buses with synchromesh transmissions.	2. Double clutching, downshifting a. Depress clutch pedal and release accelerator. b. Shift gear lever to neutral position. c. Release clutch pedal momentarily to engage clutch and accelerate engine to more than original speed.

INSTRUCTOR GUIDELINES	CONTENT
	d. Depress clutch and shift to next lower gear. e. Release clutch pedal gradually and accelerate engine to match the speed of vehicle. 3. Related items of double clutching a. The double clutching procedure may be slow or fast depending upon the type of bus.
Explain when it may be necessary to downshift more than two gears.	b. Normally, downshifting two gears is sufficient. c. Double clutching requires continuous practice. d. Synchromesh transmissions may be double clutched.
Add any further explanation, demonstration, or diagrams you feel are necessary. One suggestion is to have trainees "go through the motions with their hands and feet."	NOTES:

SHIFTING AUTOMATIC TRANSMISSION

INSTRUCTOR GUIDELINES	CONTENT
Add any special instructions you may have for automatic transmissions. Use an experienced driver to discuss some of the major differences between automatic and standard transmissions.	Some buses are equipped with automatic transmissions and you should know how to operate them. 1. Know the shift positions. 2. Depress foot brake. 3. Move selector lever into forward or drive position. 4. Release parking brake. 5. Release foot brake and depress accelerator. 6. As speed of bus increases, the transmission will automatically shift to the next higher gear until reaching cruising gear. 7. Downshift for additional power. a. Depress accelerator to the floor firmly. This will cause transmission to downshift one gear. b. Move selector lever to next lower position.

STEERING AND TURNING

INSTRUCTOR GUIDELINES

Provide road diagrams with turning radius indicated for turns.

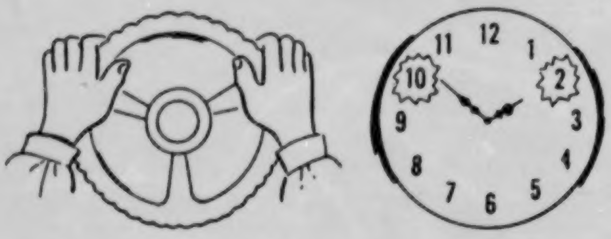
OPTION:

Show Ford time-lapse filmstrips "Intersection Maneuver," with accompanying records and student workbooks. See AV Directory (71).

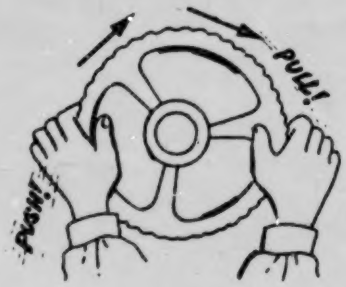
CONTENT

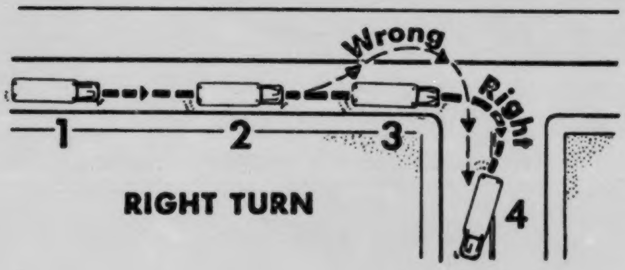
To be classified as an expert driver, you must be able to assume the correct steering position and make all the turning maneuvers correctly and smoothly. Learn the correct procedures necessary to prepare for the turn, make the turn, and re-enter the traffic pattern. When you're confronted with an unusual turn or turnaround, turn with extreme caution. The raising of speed limits and the super-highway systems upon which the school buses may travel, forces you to use added skills and judgment in making turns properly and safely.

1. Steering positions.
   a. Grip the steering wheel with both hands.
   b. Left hand at approximately 10 o'clock position.
   c. Right hand at approximately 2 o'clock position.

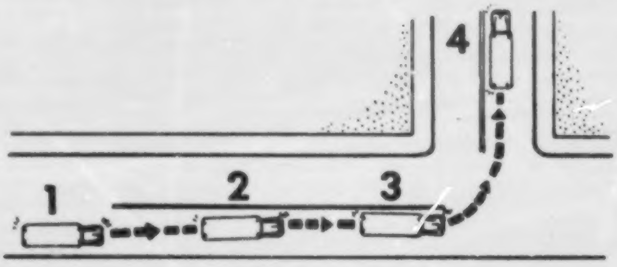


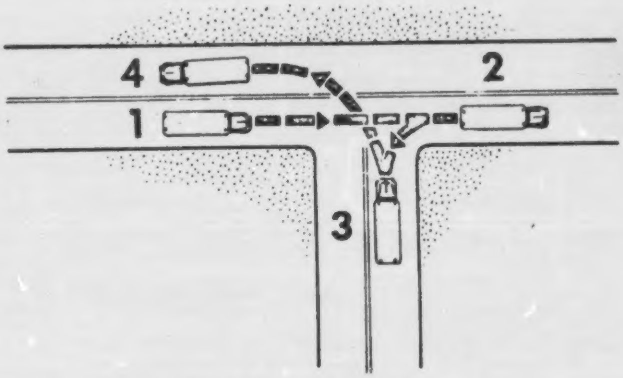
   d. Hands on outside of steering wheel and thumbs on top or outside of wheel.
2. Focus eyes on road ahead as well as all around the bus.
   a. Eyes should be constantly on the move to obtain the "big picture."

INSTRUCTOR GUIDELINES	CONTENT
	b. Look ahead; use left side, right side and rearview mirrors.
	3. The push-pull steering method is recommended for school bus drivers. One hand pulls and the other hand pushes. 
	4. Hand over hand method may catch thumb in clothing, safety chain on the wrist watch, bracelets, etc., which are hazards to steering.
Discuss danger of going into a turn too fast.	5. Preparing for turns. a. Check traffic to the front and rear of the bus. b. Give proper signal to move vehicle into proper lane.
	6. Making right turn. a. Give proper right hand turn signal. b. Reduce speed and downshift to proper gear needed to execute turn. c. Position bus in right of the lane. d. Check for clear right of way. (1) Traffic signals, signs, pedestrians, or vehicles. (2) Use both outside mirrors.

INSTRUCTOR GUIDELINES	CONTENT
	e. Execute the turn.
	(1) Make turn smoothly without strain on the engine.
	(2) Never shift gears during a turn.
	(3) Check right mirror while executing turn.
Explain what to do if there is oncoming traffic on road into which driver is making the right turn.	(4) Enter the right most lane available and check turn signal for cancellation.
Discuss hazards of swinging left to make right turn (shown as the WRONG way in the illustration).	(5) Steer wheels back into position—do not let steering wheel spin wheels back into position.
The RIGHT and WRONG way may depend on road conditions. If driver doesn't have a clear view of the road he's turning into, and can clearly see that no one is approaching in oncoming lane of the road he's on, it may be desirable to swing left before turning right. Discuss local conditions where this practice may be "RIGHT." Of course the ideal turn is to turn the corner to the right without going into either oncoming lane.	 NOTES:

INSTRUCTOR GUIDELINES	CONTENT
	7. Making left turn a. Give proper left hand turn signal. b. Reduce speed and downshift gear. c. Position bus to the left edge of the lane. d. Check for clear right of way. (1) Traffic signals, signs, pedestrians, or vehicles. (2) Use both outside mirrors.
Use diagrams to show movement of bus if struck from rear. Show consequences of having wheels straight and of having them turned left. When wheels are straight, if the bus is struck from the rear the bus would be pushed forward in its own lane rather than left, into oncoming traffic.	(3) If necessary to stop, keep front wheels straight and brake pedal depressed. (a) Prevents drifting and activates stop lights. (b) Prevents being shoved into line of approaching traffic if struck from the rear.
Always remain in lane until turn can be made safely. Don't creep toward oncoming lane.	e. Execute the turn. (1) Drive into the intersection, make turn smoothly, and without strain on the engine. (2) Check left mirror while executing turn. (3) Never shift gears in a turn.

INSTRUCTOR GUIDELINES	CONTENT
Discuss additional things to watch for if the turn is at a 4-way intersection. Ask trainees to think of hazards created by an unprotected intersection, limited visibility, etc.	(4) Enter the highway in the leftmost lane available and check turn signal for cancellation.  **LEFT TURN**
Diagram the left turn into a four-lane roadway.	f. After completing the left turn upon multiple lane highways, pick up speed, activate right turn signal and move into right hand lane as soon as possible. NOTES:
	8. Making a turnaround a. Give brake signal well in advance of turnaround. b. Stop bus in proper position on roadway. (1) One bus length ahead of road to be backed into. (2) Check traffic front and rear.
Add any specific visibility distance provided by your state law. If none provided, 500 feet is acceptable, depending on traffic conditions.	(3) Visibility shall be ___ feet in either direction.

INSTRUCTOR GUIDELINES	CONTENT
	(4) Have traffic move around bus if possible. (5) Back into roadway or driveway using outside mirrors.
Discuss situations other than roads where a turn-around may be unavoidable. Discuss use of patrol or aide to signal driver that backing area is clear.	(6) Re-enter roadway. (a) Check traffic (b) With caution
Making a turnaround is not recommended. This method is acceptable if the maneuver is absolutely necessary, and the road to be backed into is not a main road or a hill. It is preferable to drive around the block, if possible.	 **TURNAROUND**
	NOTES:

STOPPING AND PARKING BUS

INSTRUCTOR GUIDELINES	CONTENT
Refer to Figure 3 to discuss stopping distances.	Stopping a school bus smoothly and within the limits of safety is another sign of an expert driver. As a good driver, you have your vehicle under control at all times and know that braking distances increase greatly as the speed and weight of the bus increases. With an ideal reaction time of 3/4 of a second, you must realize that at 20 m.p.h. the average stopping distance is 62 feet, and at 40 m.p.h. the stopping distance is 209 feet or more than three times greater. Figure 3 shows approximate stopping distance required at various speeds. The top part of each bar indicates the distance traveled during reaction time (3/4 of a second). The lower part of each bar shows actual stopping distance after the brake is applied. The last number below the bar shows total stopping distance.*
Some drivers may believe that the distances given in the figure are incorrect and that their stopping distances are less than those given in the chart. This misconception has been responsible for a number of accidents, some of which were classified as tragic. The chart shows minimum distances buses should remain behind vehicles at different speeds. Emphasize the comparison with cars.	The skillful driver also knows that by using correct stopping procedures the maintenance costs on the braking system will be less.
NOTE: The numbers in the bars are approximate distances for dry surfaces, good tires and good brakes. The distances would increase for slick surface, poor tires and brakes. ⇩	1. Stopping when in a low gear or 10 m.p.h. and less. a. Depress clutch pedal and release accelerator. b. Apply brakes gradually by increasing pressure. c. Reduce brake pressure slightly, but not completely just before coming to a stop to prevent jerking. d. Shift gear lever into neutral position. e. Release clutch and remove foot from pedal.

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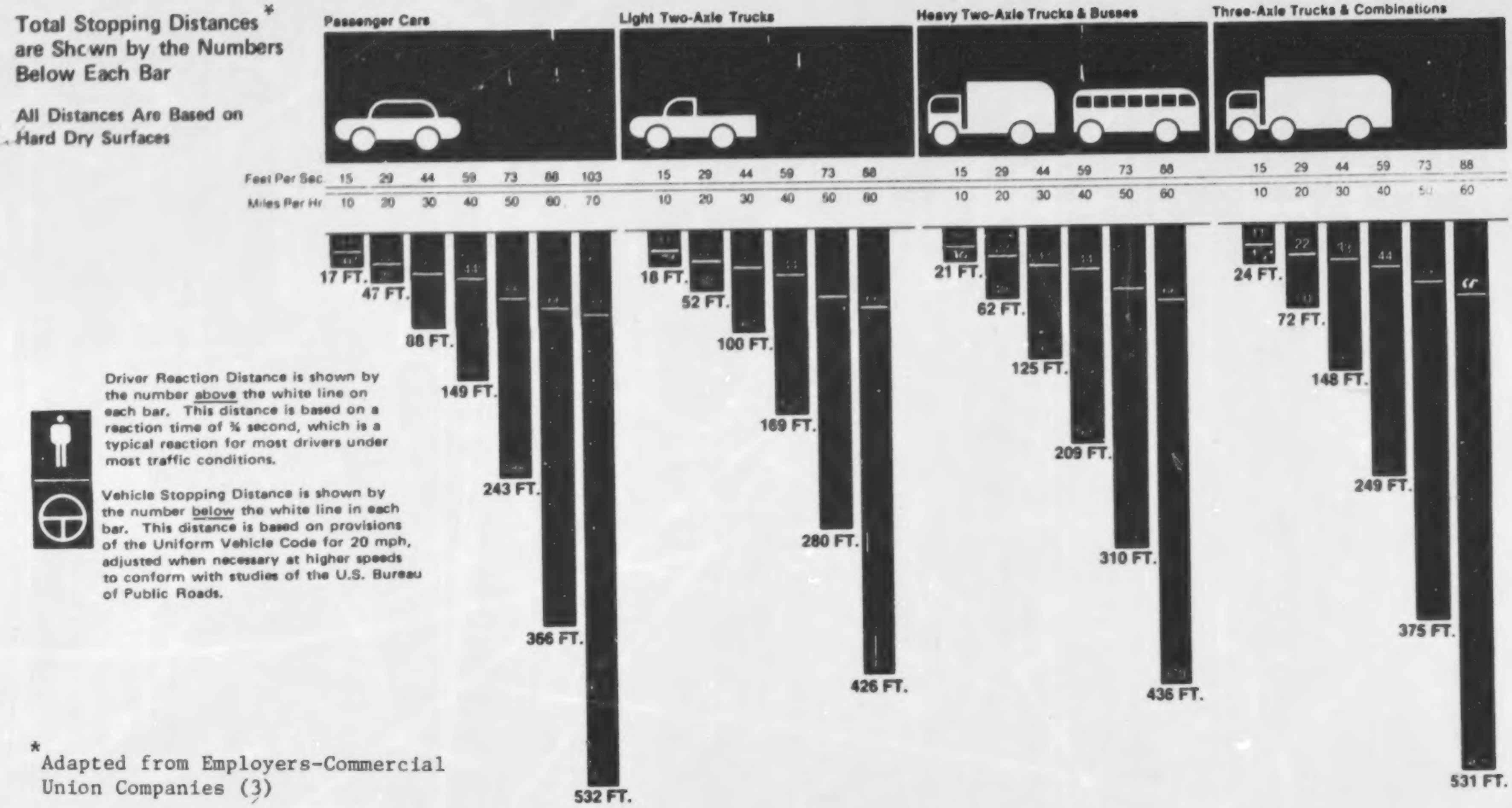
* From Employers-Commercial Union Companies (3)



Total Stopping Distances* are Shown by the Numbers Below Each Bar

All Distances Are Based on Hard Dry Surfaces

Driver Reaction Distance is shown by the number above the white line on each bar. This distance is based on a reaction time of ¾ second, which is a typical reaction for most drivers under most traffic conditions.

Vehicle Stopping Distance is shown by the number below the white line in each bar. This distance is based on provisions of the Uniform Vehicle Code for 20 mph, adjusted when necessary at higher speeds to conform with studies of the U.S. Bureau of Public Roads.

Passenger Cars
Light Two-Axle Trucks
Heavy Two-Axle Trucks & Busses
Three-Axle Trucks & Combinations
Feet Per Sec
15 29 44 59 73 88 103
Miles Per Hr
10 20 30 40 50 60 70
17 FT.
47 FT.
88 FT.
149 FT.
243 FT.
366 FT.
532 FT.
15 29 44 59 73 88
10 20 30 40 50 60
18 FT.
52 FT.
100 FT.
169 FT.
280 FT.
426 FT.
15 29 44 59 73 88
10 20 30 40 50 60
21 FT.
62 FT.
125 FT.
209 FT.
310 FT.
436 FT.
15 29 44 59 73 88
10 20 30 40 50 60
22
44
24 FT.
72 FT.
148 FT.
249 FT.
375 FT.
531 FT.

*Adapted from Employers-Commercial Union Companies (3)

Figure 3. Stopping Distances at Various Highway Speeds

INSTRUCTOR GUIDELINES	CONTENT
	2. Stopping when in cruising gear.
	a. Release accelerator and depress brake pedal.
Refer again to Figure 2 on page 13 for proper m.p.h.	b. When proper m.p.h. is obtained for any gear, downshift to next lower gear.
	(1) Will reduce heat build-up.
	(2) Reduce excessive brake wear.
	c. Downshifting can be very effective and smooth.
	(1) Third gear for 5-speed transmission.
	(2) Second gear for 4-speed transmission.
	3. Parking the bus.
	a. Shift lever into low gear on level or upgrade.
	b. Shift lever into reverse gear on downgrade.
	c. Turn wheels into curb.
	d. Turn off ignition and remove ignition key.
	e. Release clutch and take foot off pedal.
	f. Set parking brake (parking brake may freeze in wet freezing weather).
	NOTES:

RAILROAD CROSSINGS

INSTRUCTOR GUIDELINES	CONTENT
Some states do not require an empty school bus to stop at railroad tracks. The Uniform Vehicle Code (11-703b) does not require a stop where an officer or signal directs traffic to proceed. But, emphasize that safety if not the laws, indicate that stopping is the better practice.	Many accidents could be eliminated through planned safety procedures for crossing railroad tracks. Learn these procedures and practice them until they become automatic actions. Crossing railroad tracks represents one of the greatest hazards insofar as mass casualties and fatalities are concerned. STOP, LOOK, and LISTEN. All school buses loaded or empty should stop for railroad crossings as a matter of safety if not a matter of law. 1. Prepare to stop. a. Request silence. (1) This is recommended so that you have minimal distraction. (2) Turn heaters off if necessary to have more silence. b. Get "Big Picture," check traffic control devices.
It is not recommended that a student (patrol) get off to signal bus across. The student is open to too much danger and cannot be held responsible for judging whether it's safe to cross the tracks. Extreme conditions (e.g., bad weather) could provide an exception to this rule. However, federal guidelines discourage having students get out and cross tracks.	2. STOP the bus. a. Follow legal stopping procedures. b. Stop in a position that gives a clear view of the tracks in both directions. The front bumper must be clear of the tracks. c. Shift into neutral. 3. LOOK and LISTEN. a. Open service door and driver's window. b. Look and listen through the open window and door.

INSTRUCTOR GUIDELINES	CONTENT
Emphasize that no student loading stops should occur within 300 or 400 yards of either side of railroad tracks.	4. If no indication of approaching train. a. Shift into starting gear. (1) Must be a gear that will take bus across tracks without hesitation. (2) Shifting gears on tracks shall not be permitted. b. Look and listen a second time, close door and proceed quickly and smoothly. 5. If there is an approaching train. a. Hold bus position; use the parking brake depending on waiting time. b. After train passes, follow items under Procedure 4. 6. Multitrack crossings. a. Make sure no train is approaching on any of the tracks. b. After a train passes, wait until other tracks become visible before proceeding. A second train may be approaching from the opposite direction. c. Follow items under Procedure 4. 7. Railroad traffic control devices. a. Flasher lights and bells (1) Warning of an approaching train. (2) If train is stopped or signal is malfunctioning, a vehicle may proceed after driver insures a safe crossing can be made.

INSTRUCTOR GUIDELINES	CONTENT
	b. Gates (1) All traffic must obey these devices. (2) Vehicles may proceed around the gates only at the direction of a law enforcement officer or an authorized railroad representative. c. Railroad crossing controlled by a flagman (1) Make a safety stop. (2) Follow directions of the flagman.
Add any state or local controls on the specific details of railroad crossing.	NOTES:

BACKING IN A STRAIGHT LINE

INSTRUCTOR GUIDELINES	CONTENT
	You must be able to back straight into a given space without allowing the bus to scrape or hit stationary objects. 1. Stop bus in correct position to back. 2. Direct members of bus patrol or other responsible person (if available) to stand near rear of bus to give signals for safe backing. 3. Using mirrors, check that way is clear. 4. Put transmission in reverse. 5. Using mirrors, back slowly and smoothly in a straight line. 6. Stop at desired point without hitting any object. NOTES:

STARTING AND STOPPING ON A HILL

INSTRUCTOR GUIDELINES	CONTENT
Discuss use of parking brake, if appropriate.	STARTING ON A HILL 1. With right foot on brake, left foot depressing the clutch and transmission, and gear shift lever in second gear, release the clutch slowly until the engine begins to labor slightly. 2. Hold clutch at that point. 3. With right foot release brake pedal and drop right foot onto the accelerator, giving enough gas to hold the weight of the bus without drifting backward. 4. Release clutch smoothly until completely out, giving enough gas to pull the bus smoothly up the hill. STOPPING ON A HILL (UPGRADE) 1. Check following traffic. 2. Apply the brake lightly for a smooth stop. 3. Depress clutch with left foot; shift into neutral. 4. Allow an extra safety margin between the bus and the vehicle ahead on an upgrade. STOPPING ON A HILL (DOWNGRADE) Stop as you would on an upgrade, except also: · After step 1: downshift to reduce speed as you see the need to stop. · After step 2: tap brakes about twice.

ENTERING THE FLOW OF TRAFFIC

INSTRUCTOR GUIDELINES

CONTENT

GENERAL

1. Stop at point of entry into the traffic flow.
2. Activate right or left turn signal.
3. Look to determine that there are no pedestrians in the path of the bus.
4. Check mirror to determine that all passengers are seated.
5. Look to right and left to determine whether there are vehicles in motion on the roadway to be entered.
6. Yield right-of-way to vehicles already on the road.
7. Look for suitable gap in traffic and when safe, accelerate smoothly into road, neutralizing the turn signal as right lane position is established.

CROSSING INTERSECTIONS*

1. Observe the traffic ahead and from the left and right when approaching and traversing intersections.
    a. Watch for vehicles which are close and fast approaching the intersection. Decelerate or stop to permit those vehicles to clear the intersection.
    b. Watch for vehicles approaching from the left and signalling a right turn. Decelerate and prepare to enter the intersection only after the vehicle has begun the turn.

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*Adapted from NHTSA Driver Education Curriculum (11)

INSTRUCTOR GUIDELINES	CONTENT
	c. If your vision is obscured (e.g., by buildings, trees, parked vehicles, etc.), stop at the intersection and edge forward slowly. 2. Observe other traffic when proceeding directly through an intersection. a. Observe other traffic and yield the right-of-way if necessary. b. Observe traffic preparing to turn left and prepare to stop should a left turn be indicated.

ADJUSTING THE SPEED OF THE BUS

INSTRUCTOR GUIDELINES	CONTENT
Refer again to Figure 3 on page 26 for stopping distances.	You must operate the bus within posted speed limits and with consideration of prevailing environmental conditions. The basic rule-of-thumb is to drive at no greater speed than will permit stopping within the assured clear distance ahead.
Provide descriptions of two different urban situations, each requiring different rates of speed. Question trainees about why they should adjust the speed of the bus. What clues does he watch for that indicate need to slow down?	URBAN:
Also, provide residential, rural and highway descriptions, as above, and again ask trainees questions.	RESIDENTIAL:

INSTRUCTOR GUIDELINES	CONTENT
	RURAL: HIGHWAY:

LANE USE AND POSITION ON ROADWAY

INSTRUCTOR GUIDELINES	CONTENT
	1. Stay in one lane for normal driving, not straddling lane marker lines or obstructing more than one lane. 2. Use parking lane only for stopping and parking. 3. Where there is more than one lane for traffic going in one direction, travel in the furthest right lane (not including parking lane) unless passing or turning to the left.
Refer again to Figure 3, page 26 for stopping distances. Ask trainees to state safe following distances, depending on speed. 500 feet is recommended for buses in convoy, 100 feet is recommended for buses leaving school ground. Substitute state or local requirements, if appropriate.	4. Drive at a safe distance from other vehicles--at least ___ feet from a followed vehicle; at least ___ feet from a followed bus in convoy; at least ___ feet from a preceding bus leaving the school grounds. NOTES:
OPTION: Substitute the timed interval method of determining safe following distances. The driver should note when a lead vehicle passes a reference point on the roadside (e.g., a telephone pole) and immediately begin counting seconds. Say 1001, 1002, etc., out loud. If the bus reaches the reference point at 1004, for instance, the following distance is 4 seconds. Four seconds is the recommended interval between a school bus and any lead vehicle.	

INSTRUCTOR GUIDELINES	CONTENT
	CHANGING LANES
Discuss when lane changing is necessary.	Look for rear-approaching traffic in the new lane when deciding to change lanes. 1. Look out the window to check any blind spot, move your head enough to see around the blind spot. 2. On multi-lane roads, look for vehicles about to enter the new lane from the far adjacent lane. 3. Check the rearview mirror(s) to observe vehicles passing in the new lane, following vehicles closing fast from the rear in the new lane, and following vehicles about to enter the new lane.
	NOTES:

BEING OVERTAKEN AND PASSED

INSTRUCTOR GUIDELINES	CONTENT
It is not recommended that the bus driver signal other vehicles that it's safe to pass. Discuss the possible consequences. OPTION: Show Ford time-lapse filmstrips, "Passing Maneuvers" with accompanying records and student workbooks. See AV Directory (75).	1. When there is no possible hazard: • Stay in right-hand lane • Maintain speed 2. When another vehicle is also approaching from the opposite direction creating a hazard for the vehicle trying to pass you: • Slow bus to allow car to safely pass before oncoming vehicle reaches you, or • Move to parking lane or leave roadway if it seems that passing vehicle can't complete the pass before oncoming vehicle reaches you. 3. When on a narrow road, following traffic is built up, and a regular stop is not coming up soon: • Pull to side of road (if possible) using right turn signal, and stop. • Allow vehicles to pass. • Activate left turn signal. • Resume position on road and continue run. NOTES:

OVERTAKING AND PASSING

INSTRUCTOR GUIDELINES	CONTENT
	Usually, you won't have to overtake and pass other vehicles. But, when it's necessary, follow these steps.
	1. Using rearview mirrors check that the traffic following the bus is clear for passing.
	2. On a two lane road check that there is no on-coming traffic and check traffic signs and markings to determine if passing is allowed.
Emphasize "well in advance," or add any state specification for distance at which driver should activate turn signal.	3. Activate the left turn signal well in advance of passing.
	4. When clear, pull smoothly into passing lane.
	5. Deactivate left turn signal.
	6. Move smoothly past the vehicle at a safe speed, increasing speed of bus if necessary.
	7. Activate right turn signal.
	8. Move back into right lane when at least 1-1/2 bus lengths ahead of passed vehicle.
	9. Deactivate right turn signal.
	10. Maintain safe speed.
	EXTRA CAUTION: Signal your intention to pass--to the lead vehicle--by flicking headlights at night, or by sounding the horn:
	1. When the lead vehicle's vision to the rear is obscured by a trailer, open trunk lid, ice or snow on the rear window, or objects in the rear window.

INSTRUCTOR GUIDELINES	CONTENT
	2. When the lead vehicle is about to pull out and pass. 3. When the lead vehicle moves laterally toward the bus. 4. When the driver of the lead vehicle appears inattentive. DO NOT PASS if the lead vehicle is: 1. Signalling or otherwise indicating a left turn. 2. Changing lanes preparatory to passing. 3. Weaving or wandering. In this case, you may sound the horn or flash the headlights to alert the driver of the lead vehicle, and if the weaving does not cease, wait until you can pass with at least one-half lane separation. 4. Decelerating suddenly. 5. Passing children, cyclists or animals. 6. Being passed by another vehicle. In this case, wait until the lead vehicle has been passed, your view of the road ahead is clear, and an acceptable gap is present. NOTES:

SECURING THE BUS

INSTRUCTOR GUIDELINES	CONTENT
	You must be able to secure the bus so that it will remain stationary and as well protected from unauthorized use as possible. Follow these steps:
Some districts recommend that drivers place "chocks" under the wheels when they leave the bus for any reason. If applicable, demonstrate how to do this. It prevents rolling.	1. Set the hand brake. 2. Shift to a low gear. 3. Check instrument for normal readings. 4. Turn off ignition and remove key. 5. Upon leaving bus, secure door.
Refer to Figure 4. Discuss reasons for laws and policies in terms of driver, student and pedestrian safety. Give examples of disregarding rules, not in terms of fines and tickets, but in real harm to people (and maybe bus and community property). Emphasize rules that differ significantly from rules for car drivers. Have trainees fill in specific provisions as you discuss each one. Refer back to procedures as necessary. ⇩	NOTES:

SCHOOL BUS DRIVING MANEUVER	SPECIFIC PROVISIONS OF STATE LAW	SPECIFIC PROVISIONS OF LOCAL POLICY
1. GETTING READY TO DRIVE		
2. STARTING ENGINE		
3. SHIFTING (including Double Clutching and Shifting Automatic Transmission		
4. STEERING AND TURNING (including Right Turns, Left Turns, and Turnabouts)		
5. STOPPING AND PARKING		
6. RAILROAD CROSSINGS		

Figure 4. Laws and Policies on Driving Maneuvers

SCHOOL BUS DRIVING MANEUVER	SPECIFIC PROVISIONS OF STATE LAW	SPECIFIC PROVISIONS OF LOCAL POLICY
7. BACKING IN A STRAIGHT LINE		
8. STARTING/STOPPING ON HILL		
9. ENTERING FLOW OF TRAFFIC (including crossing intersections		
10. ADJUSTING SPEED OF BUS		
11. LANE USE/POSITION ON ROAD		
12. BEING OVERTAKEN AND PASSED		

Figure 4. (continued)

SCHOOL BUS DRIVING MANEUVER	SPECIFIC PROVISIONS OF STATE LAW	SPECIFIC PROVISIONS OF LOCAL POLICY
13. OVERTAKING AND PASSING		
14. SECURING THE BUS		
15. OTHER		

Figure 4. (continued)

INSTRUCTOR GUIDELINES	CONTENT
Prepare discussion questions and distribute on handouts. Break class into four groups; each group can discuss four maneuvers and report/discuss with class. Questions should be related to maneuver and could take the form "What would you do if...".	Discussion Questions on Driving Maneuvers:
Discuss the group reports; clarify points and give verbal feedback. Encourage class interaction.	
Administer the Unit Review Questions, Part 1. Provide feedback. Review procedures for any trainees who don't meet the criterion. Additional questions should be given for remedial work.	
OPTION: An audiovisual package could be prepared or procured showing a "bus driver" successfully completing the procedures for driving fundamentals. While the visual display shows the correct procedure, the narrative description would explain how and why it was done. The background of the visual media would look like the practice course or actual road conditions, to resemble the trainee's own experience more closely. The visual materials would be taken from the view of the driver in the bus.	

IN–BUS PRACTICE

INSTRUCTOR GUIDELINES	CONTENT
Facility for practice and evaluation of driving fundamentals. The facility should provide for: 1. Space for acceleration to 20 mph. 2. 400 feet of straight line travel. 3. Movable signs. 4. Markings or a delineation of a 2-lane street. 5. Standard intersection. 6. 100 feet of gentle roadway curve or a delineation of same. 7. Upgrade. 8. Downgrade. 9. Standard communication system. 10. Simulated railroad crossing. Evaluation Method Checklists are provided at the end of this unit for the instructor to evaluate the trainee's achievement of the performance objectives. The instructor would use these checklists during practice, and as a basis for feedback to the trainee to show his areas of strength and weakness.	Now you're ready to try your hand at practicing driving maneuvers in the bus. Your instructor will explain the practice course and the plans for this behind-the-wheel demonstration and practice. NOTES:

INSTRUCTOR GUIDELINES	CONTENT
IN-BUS PRACTICE* Provide a handout with instructions for conducting the off-street practice and evaluation. Include: 1. A list and graphic illustration of the maneuvers that trainees will perform on the off-street facility. These will be based upon the performance objectives for this unit. 2. Description of the role of instructor, drivers and other trainees as observers. 3. Rules and regulations for safe and productive use of the facility. 4. Administration and scheduling information. 5. A concise list of the more critical performance objectives for trainee's observation of instructor during demonstration and for evaluation by the instructor during the off-street practice. Before students drive on the facility, the instructor would illustrate their intended activity on a mock-up of the practice area and/or use printed handouts.	DIAGRAM OF PRACTICE COURSE:

*Adapted from NHTSA Driver Education Curriculum (11)

INSTRUCTOR GUIDELINES	CONTENT
Have trainees proceed to practice course, according to your schedule and arrangements. Point out markers, lines which represent intersections, etc. You and trainees board the bus. You demonstrate each maneuver; trainees observe. Explain what you do as you go; add reminders, e.g., "notice how I started braking...".	You will each take a turn behind the wheel; others will observe and compare the "trainee's" performance with the instructor's demonstration. You will use checklists to evaluate. See Unit Review Questions, Part 2. Feedback will be a natural part of some maneuvers: e.g., if you scrape a marker, you know immediately that your steering was inappropriate. But, your instructor will critique each performance, pointing out specific actions that were right, marginal or wrong. Each one of you has 2 "trials" to perform most maneuvers correctly. On the first trial, the instructor can comment as you go along; on the second trial, you should perform without assistance.
Provide remedial practice time for any trainee who does not meet the criterion: "pass" on second trial, all maneuvers.	

CORE UNIT E
REVIEW QUESTIONS--PART 1

Check whether these statements are mostly True or mostly False:

1. You should always unload your students before backing your bus to turn around. T____ F____

2. Backing should never be done unless it is absolutely necessary and should be done with extreme caution. T____ F____

3. You may cross railroad tracks with your front door open to gain better visibility. T____ F____

4. Staying within the posted speed limits is your only concern in adjusting the speed of the bus for urban, rural, residential or highway driving. T____ F____

5. In general, you should drive in the right lane, excep when you need to make a left turn. T____ F____

Choose the best answer:

6. A bus driver who cuts the corner too closely when making a right turn, causing his wheels to go over the curb, is probably:

   ___(a) unaware that he's doing it
   ___(b) a poor judge of distance in other situations, too
   ___(c) deliberately trying to save time
   ___(d) a safe driver in other ways

7. You are stopped in a line of traffic headed uphill, waiting for the light to change. You should keep the bus positioned by:

   ___(a) keeping your foot on the brake
   ___(b) slipping the clutch
   ___(c) putting the bus in low gear
   ___(d) setting the parking brake

8. What must a driver do before entering a street from an alley, private road or driveway?

___(a) slow down and proceed with caution into the flow of traffic

___(b) stop, yield right of way if there is a stop sign

___(c) stop, yield right of way whether or not there is a stop sign

___(d) stop, yield right of way only if there are stop and yield signs

9. Getting a speeding ticket is:

___(a) not anything to worry about

___(b) unavoidable once in a while

___(c) something to be really concerned about

___(d) a serious crime

10. When passing another vehicle on the road, you should:

___(a) signal, then pull out 3 or 4 bus lengths from the bus ahead

___(b) signal, then pull out just as you come behind the vehicle ahead

___(c) signal for the pass as you pull out

___(d) accelerate, and pull out quickly for the pass

11. When turning at crowded intersections, you should:

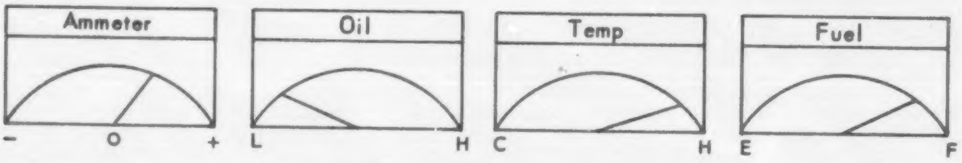
___(a) try to move very carefully through the flow of pedestrians

___(b) try to move through wherever there is a gap in the flow of pedestrians

___(c) wait until there are no pedestrians actually in the intersection

___(d) wait until there are no more pedestrians waiting to cross

12. When the instruments look like this:



You should:

___(a) get gas and check the oil level
___(b) check the fan belt
___(c) check the oil level and cooling system
___(d) have the electrical system checked
___(e) be glad all readings are good

13. What is the maximum speed for school buses in your state?

14. State a rule for determining safe following distance on the highway.

15. Why should you use a reduced gear while traveling down a steep grade?

CORE UNIT E
REVIEW QUESTIONS--PART 2

Checklists for In-Bus Driving Maneuvers and Road Test*

County: ______________________________ Date: ____________

Examiner's Name: ______________________________

Driver's Name: ______________________________

Time: From ____________ To ____________

Instructions

Evaluate the performance of the driver for each item within all categories to be tested. Place a check (✓) in either the P (Pass) or F (Fail) column each time an item is observed.

If there is more than one Pass-Fail column for a category, evaluate the items as many times as are indicated whenever possible. The Pass or Fail spaces should be left blank *only* if the task described does not occur during the road test.

INITIAL START	Time 1		Time 2	
	P	F	P	F
Inserts key in ignition				
Positions or checks seat and mirrors, fastens lap belt				
Checks gear position, puts in N or P				
Disengages clutch				
Starts engine - pushes button or turns key, releases button, uses choke properly				
Warms up engine without racing				
Checks instruments				
Observes conditions - traffic				
Releases holding brake				
Signals intent to pull out				
Waits if necessary				
Engages starting gear				
Drives about 50' - stops to check brakes				
Accelerates smoothly into traffic lane				
Moves to proper following distance proper speed				

LEFT TURN	Time 1		Time 2		Time 3	
	P	F	P	F	P	F
Observes conditions - A, B, traffic and pedestrians						
Activates left turn signal, moves to left turn lane at safe distance from turn						
Re-activates left turn signal at not less than 100' from turn						
Reduces speed to safe level						
Observes conditions - A, B, L-R-L, traffic, pedestrians; stops if necessary						
Obeys traffic signs, signals, officers						
Turns when there is clearance in lane he will enter						
Turns smoothly, at safe speed, into correct lane of side street, clearing center line and other obstacles						
Deactivates left turn signal						
Observes conditions - A, B, traffic						
Activates right turn signal						
Moves to furthest right traffic lane						
Deactivates right turn signal						
Maintains proper following distance						

NOTE: A = Ahead; B = Behind; R = Right; L = Left

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*From NHTSA Task Description (14)

RIGHT TURN	Time 1		Time 2		Time 3	
	P	F	P	F	P	F
Observes conditions - A, B, traffic and pedestrians						
Activates right turn signal, moves to right turn lane at safe distance from turn						
Activates right turn signal at not less than 100' before turn						
Reduces speed to safe level						
Observes conditions - A, B, L-R-L, traffic, pedestrians; stops if necessary						
Obeys traffic signs, signals, and officers						
Turns when there is clearance in lane he will enter						
Turns smoothly, at safe speed, as far to left of side street as necessary to clear obstacles						
Returns to right traffic lane immediately						
Deactivates right turn signal						
Maintains proper following distance						

OVERTAKING AND PASSING ANOTHER VEHICLE	Time 1		Time 2	
	P	F	P	F
Takes initiative only under safe conditions				
Maintains proper following distance				
Observes conditions - A, B, traffic and road signs and markings				
Activates left turn signal				
When clear, pulls smoothly into passing lane				
Deactivates turn signal				
Moves smoothly past the vehicle at a safe speed				
Activates right turn signal				
When at least 1½ bus lengths ahead of passed vehicle, moves back into right lane				
Deactivates right turn signal				
Maintains proper following distance				
Maintains safe speed				

RAILROAD CROSSINGS	Time 1	
	P	F
Stops the bus approximately 15 feet from the crossing		
Turns off noisy motors and fans		
Opens bus door		
Looks L-R-L, listens for at least 5 seconds		
Closes bus door, shifts to a low gear		
Observes conditions - A, B, L-R-L, for clearance on other side of tracks, train, traffic		
When safe, proceeds across tracks without shifting		
Double track, train passing on near side: driver waits for 15 seconds before crossing tracks		

BEING PASSED BY ANOTHER VEHICLE	Time 1		Time 2	
	P	F	P	F
Maintains proper following distance				
Observes conditions - A, B, traffic, vehicle preparing to pass				
Checks clearance on left side				
Maintains safe speed				
Observes conditions - A, B.				
Adjusts following distance				

HILLS	Ascending				Descending			
	Time 1		Time 2		Time 1		Time 2	
	P	F	P	F	P	F	P	F
A. Stopping and Starting								
Maintains proper following distance								
Applies brakes as needed								
Observes conditions - A, B, traffic								
Comes to full stop, at safe distance from vehicle or intersection ahead								
Shifts to N, holding bus on foot brake only								
Observes conditions, A, B, L-R-L								
Shifts to a low gear								
Releases clutch to engage engine and accelerates without rolling back								
Releases foot brake and slowly accelerates								
Maintains proper following distance								
B. Shifting, Accelerating, Decelerating								
Checks brakes before beginning ascent or descent								
Shifts to a low gear								
Maintains safe speed								
Uses brakes as needed								
Does not shift while on hill								

INTERSECTIONS/STRAIGHTAWAYS	Time 1		Time 2		Time 3	
	P	F	P	F	P	F
Approaches intersections at safe speed						
Maintains proper following distance						
Observes conditions - A, B, L-R-L, traffic and pedestrians						
Yields right-of-way to pedestrians						
Obeys traffic signs, lights, or officers						
Stops completely at rural and blind intersections						
Before starting from stop, observes conditions A, B, L-R-L						
Crosses intersection at safe speed, staying in lane						
Does not cross until there is clearance on other side of the intersection						

TURN AROUND USING BACKING	Time 1	
	P	F
(Bus in furthest right lane)		
Activates right turn signal		
Maintains slow speed		
Observes conditions - A, B, L-R-L, traffic, pedestrians		
Slowly drives past turn around area, stops		
Signals other drivers of intention to back, waits for clearance		
Observes conditions		
Backs slowly into turn around area, using mirrors		
Stops, observes conditions		
Signals intention to re-enter roadway		
When clear, re-enters road in right lane		
Maintains proper following distance		
Maintains safe speed		

CURVES	Time 1	
	P	F
Maintains proper following distance		
Observes conditions - A, B, traffic roadway		
Decelerates *before* curve, downshifts if necessary		
Maintains safe speed through curve, accelerating slightly		
Maintains correct position in lane		

SECURING THE BUS	Time 1		Time 2	
	P	F	P	F
Set parking brake				
Shift to a low gear				
Check instruments				
Turn off ignition and remove key				
Upon leaving bus, secure door				

BACKING/STRAIGHT	Time 1	
	P	F
Stops bus in correct position to back		
Using mirrors, checks that way is clear to back		
Puts transmission in reverse		
Using mirrors, backs slowly and smoothly in a straight line		
Stops at desired point without hitting markers		

ANSWERS TO REVIEW QUESTIONS

CORE UNITS A-E

TABLE OF CONTENTS

Core Unit		Core Ans Page
A	PART 2	3
B	PART 1	4
B	PART 2	5
B	PART 3	6
B	PART 4	7
B	PART 5	8
C	PART 1	9
C	PART 2	10
D		11
E	PART 1	12

CORE UNIT A
ANSWERS TO REVIEW QUESTIONS--PART 2

1. When bus is being operated upon a highway other than for the transportation of school children.
2. When they have a copy of a lease or contract in their possession.
3. Federal Motor Vehicle Safety Standard 108 requires that school buses have at least a system of four red flashing warning lamps. Some states require an eight light system--four amber flashing lamps and four red flashing lamps.
4. To establish fitness and competency to operate a school bus with safety, and to assess his knowledge of the laws and regulations relating to the operation of a school bus.
5. (Will vary with state.)
6. (Minimum age will vary with state; maximum age is 65.)
7. Any four from page 10.
8. Any four from page 10 and 11.
9. Any four from page 11 and 12.
10. Any two from page 12.
11. Any four from page 13.
12. Any four from page 15 through 17.
13. Police record; driving record.
14. Any listed in Figure 4, page 26 and 27.
15. Poor driving record; disobeying laws, school policy; questionable moral behavior, chronic health problems, etc.

PERFORMANCE CRITERION: 9 out of 15 correct

CORE UNIT B
ANSWERS TO REVIEW QUESTIONS--PART 1

1. False
2. True
3. False
4. False
5. True
6. False
7. True
8. False
9. False
10. True
11. True
12. False
13. True
14. True
15. True

PERFORMANCE CRITERION: 13 out of 15 correct

CORE UNIT B
ANSWERS TO REVIEW QUESTIONS--PART 2

PERFORMANCE CRITERION:

Responses must be similar to procedures in manual and must conform to state and local regulations and at least two other students and instructor must confirm.

CORE UNIT B
ANSWERS TO REVIEW QUESTIONS--PART 3

NOTE: These are just sample answers. Make sure the answers you accept conform to state and local regulations.

I would:

1. Ask him to stop eating.
2. Not let him off unless he or she had written permission.
3. Ask him to converse in normal tones if it interferes with your driving.
4. Comment to him (them) on their good behavior; thank them.
5. Ask them to be seated; stop bus if request if defied.
6. Ask them to "extinguish all smoking materials"; stop bus if request is defied.
7. Wait for him, unless I'd already entered the flow of traffic.
8. Ask her to leave the dog outside; not let her enter the bus if request is defied.
9. Request that any snowballs be dropped (not thrown) out window and windows be closed, if necessary. Stop the bus if necessary.
10. If using sharp compass, etc., ask him to wait. If reading, allow him to continue and praise him for good behavior.

PERFORMANCE CRITERION:

6 of the 10 answers must conform to state and local regulations/ policies.

CORE UNIT B
ANSWERS TO REVIEW QUESTIONS--PART 4

DISORDER	PROCEDURE
a. Actual fist fight between students.	a. As quickly as possible, find a turnoff or berm on which you can safely park the bus. Turn on only the hazard lights, not the red flashing warning signals. Secure the bus, turn off the engine and take the keys. (Include local policy on how to proceed.)
b. Collapse of one or more students due to illness, drugs or alcohol.	b. (same as above)
c. Small fire, explosion, or similar acts of vandalism.	c. (same as above)

CORE UNIT B
ANSWERS TO REVIEW QUESTIONS--PART 5

Answers must be similar to the following, as they conform to state and local laws:

1. Examples of conduct problems--repeated infraction of bus conduct rules, frequent disruption of schedule through lateness, actual/probable vandalism.
2. Reasons for the reporting procedures, such as: (a) keeps students aware of your authority, (b) provides administration with written basis for disciplinary action, (c) makes parents aware of child's behavior, (d) help to change student's behavior.
3. Specific names, titles of local contacts to report particular conduct problems to.
4. Local regulations--as indicated by school board regarding length of suspension, e.g., one day for repeated misconduct, one week for lateness, two weeks or one month for vandalism, etc.

PERFORMANCE CRITERION: 3 out of the 4 questions correct.

CORE UNIT C
ANSWERS TO REVIEW QUESTIONS--PART 1

1. Will vary according to state requirement. Recommended for any accident involving personal injury or vehicle/property damage apparently in excess of $100.00.
2. Will vary. Answers may include flags, flares, fusees, reflectors. fire extinguisher, fire axe or wrecking bar, first aid kit.
3. Will vary. Usually, two per year during first week of school and in the spring; on the school grounds.
4. At the base of the flame; a side to side sweeping motion; hold extinguisher in an upright position.
5. School bus driver error over 50 percent of the time.
6. During loading and unloading on a roadway.
7. Reduced visibility; possibly reduced depth perception, acuity, etc.
8. Brake failure.
9. Conduct (or care).
10. Negligence.
11. Higher.
12. Any 2 of the following: Fire or danger of fire, danger of drowning, danger of collision (unsafe position where bus could move further).
13. You might make an admission of fault that further analysis reveals to be incorrect; possibility of conflicting testimony.
14. Will vary. Must conform to local policy.
15. Type B, Type A, Type C.

PERFORMANCE CRITERION: 11 out of 15 correct

CORE UNIT C
ANSWERS TO REVIEW QUESTIONS--PART 2

Demonstrations should be performed "live." Other answers may be oral or written.

1. PERFORMANCE CRITERION: Without error or omission, demonstrations and oral descriptions must satisfy instructor.

2. PERFORMANCE CRITERION: Must conform to relevant procedures in this unit.

3. PERFORMANCE CRITERION: Must conform to procedure for particular type extinguisher; fire must be extinguished.

CORE UNIT D
ANSWERS TO REVIEW QUESTIONS

1. Outside

2. Don't drive. Report condition to your supervisor or mechanic.

3. Thump the tires with a heavy, blunt tool.

4. Pools of water; slippery steps.

5-7. Any three from page Core D-5, or as otherwise specified by instructor.

8-10. Any three from pages Core D-5 or Core D-6, or as otherwise specified by instructor.

PERFORMANCE CRITERION: 7 out of 10 correct

CORE UNIT E
ANSWERS TO REVIEW QUESTIONS--PART 1

1. False
2. True
3. False
4. False
5. True
6. b
7. a
9. c
9. c
10. a
11. c
12. c
13. Will vary
14. One bus length for every 10 mph or 4 seconds timed interval behind vehicle ahead.
15. Better control of bus; engine acts as brake to slow bus; conserve tires and brakes.

PERFORMANCE CRITERION: 12 out of 15 correct

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